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MONTEREY, CALIFORNIA

JOINT APPLIED PROJECT

**DEVELOPMENT OF A SUITABLE
SURVEY INSTRUMENT TO IDENTIFY
CAUSES BEHIND HIGH TURNOVER
RATES WITHIN THE 0301 SERIES IN
THE COMMUNICATIONS-
ELECTRONICS COMMAND**

September 2017

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THE COMMUNICATIONS-ELECTRONICS COMMAND**

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Submitted in partial fulfillment of the requirements for the degree of

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ABSTRACT

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LIST OF ACRONYMS AND ABBREVIATIONS

ACQ	acquisition
ACTEDS	Army civilian training, education and development systems
AIC	Army interoperability certification
AIDS	acquired immune deficiency syndrome
AMC	Army materiel command
APG	Aberdeen Proving Ground
AT&L	acquisition, technology and logistics
BRAC	base realignment closure
C3T	Command, Control, Communication, Tactical
C4I	Command, Control, Communications, Computers, Intelligence
C4ISR	Command, Control, Communications, Computers, Intelligence, Surveillance and Reconnaissance
CECOM	Communication-Electronics Command
CE-ILSC	Communications-Electronics Command—Integrated Logistics Service Center
CLL	continuous learning points
COLA	cost of living allowance
CON	contracting
CP	career program
CPD	competitive professional development program
CSLA	communications, security, logistics activity
CTSF	Central Technical Support Facility
DAU	Defense Acquisition University
DAWIA	Defense Acquisition workforce improvement act
DCN	design change notice
DCPDS	defense civilian personnel data system
DOD	Department of Defense
DODI	Department of Defense instruction
EDFP	engineering data for provisioning
ESA	Enterprise, Soldier Aviation

EVM	earned value management
FSD	Field Support Directorate
GEN	generation
GEN X	generation x
GI	government issue
GS	General Schedule
HQ	headquarters
IEWS	Intelligence, Electronic Warfare and Sensors
IMCOM	Installation Management Command
IRB	institutional review board
JAP	joint applied project
LARs	logistics assistance representatives
LCMC	Life Cycle Management Command
LDS	Logistics Data Specialist
LEO	Logistics and Engineering, Operations
LOG	logistics
LRC	Logistics Readiness Center
LTT	long-term training
MMS	Maintenance Management Specialists
N/A	not applicable
OPM	Office of Personnel Management
PED	Power and Environmental Directorate
RQM	requirements management
SAMD	Security Assistance Management Directorate
SEC	Software Engineering Center
SMEs	subject-matter experts
STT	short-term training
TYAD	Tobyhanna Army Depot
USAISEC	United States Army Information Systems Engineering Command
WMFC	West Midland Family Center

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I. INTRODUCTION

We, the Joint Applied Project (JAP) team, in 2015, identified a high turnover rate of Logistics Data Specialists (LDSs) under Career Program 17 (CP-17), series 0301. This was within Communications-Electronics Command (CECOM) Integrated Logistics Service Center (CE-ILSC). We brought this issue to the attention of the deputy director for Logistics and Engineering Operations (LEO) when CE-ILSC could not meet provisioning requirements due to scarcity of CP-17 series 0301 employees (Defense Civilian Personnel Data System [DCPDS], 2017) (see Appendix A). CE-ILSC agreed to sponsor this JAP, to determine reasons for the high turnover, and how CE-ILSC could sustain its employees. We created a survey instrument—reviewed by a target audience. The target audience will validate the survey instrument by providing edits, comments, and suggestions. It would then be CE-ILSC’s choice to administer the updated survey to the CP-17 series 0301 employees.

A. HISTORY OF LOGISTICS DATA SPECIALISTS IN CECOM

A Base Realignment and Closure (BRAC) for Fort Monmouth, New Jersey, in 2005, forced employees to decide whether they wanted to move to a different state to continue their careers, retire early, or resign. Majority of the experienced employees decided not to uproot their families and move to Aberdeen Proving Ground, Maryland, instead they retired early or resigned. This eventually led to vacancies within the civilian workforce and exposed knowledge gaps within the remaining workforce. The BRAC affected many installations, including Aberdeen Proving Ground (APG) in Maryland. CECOM, Logistics and Readiness Center (LRC), needed to increase the workforce and close knowledge gaps. It did this by investing in growing new employees into subject-matter experts (SMEs) to uphold the Army’s current and future mission. Two SME areas that suffered from a knowledge gap due to the BRAC were the Maintenance Management Specialists (MMSs—1101 job-series) and Logistics Data Specialists (LDSs—0301 job-series) (CECOM LCMC Historical Office, 2017). OPM *Handbook of Occupational Groups and Families* describe series 1101 as the General Business and Industry series

and series 0301 as the Miscellaneous Administration and Program Series (U.S. Office of Personnel Management [OPM], 2009). Both series 1101 and 0301 “perform maintenance materiel functions in Life Cycle Logistics which consist of Logistics Design Influence, Integrated Logistics Support Planning, Product Support and Sustainment, Configuration Management, Reliability and Maintainability Analysis, Technical/Product Data Management, Supportability Analysis. Within Life Cycle Logistics, some positions are identified as Acquisition, Technology and Logistics (AT&L) and have Life Cycle Logistics certification requirements” (CP - 17 Template), (OPM, 2009, pp. 35, 84).

CE-ILSC needed to address the maintenance management knowledge gap created by the employees resigning or planning to retire. LEO tried to combat the knowledge gap by developing and training the CP-17 1101 series interns. LEO created standardized training for the Intern Training and Development Program for MMSs. The intern program lasted two years. Once the interns completed the program, the career conditional employee would automatically convert from an 1101 to a 0301 series. After one more year, the employee became a permanent government employee.

The LRC placed each hired MMS intern into a training class. Before 2008, the intern training program did not offer specialized training to interns hired under series 1101 (see Figure 1). The program provided specialized CP-13 concurrent training to both CP-17 and CP-13 interns. “CP-13 is a civilian career program for Department of the Army civilians in Defense Life Cycle Logistics as defined as Forecasting and Demand Planning, Supply Planning, Sourcing, and Inventory Management” (Civilian Personnel On-Line [CPOL], 2012). The combined training program did not benefit the interns hired under series 1101. The interns trained before 2008 complained to LRC management that the CP-13 specialized training did not make them efficient nor effective in their jobs. This prompted a more organized and specialized training in 2008, mandated for all current and future interns hired under job-series 1101 (K. Pearson, personal communication, February 6, 2017).

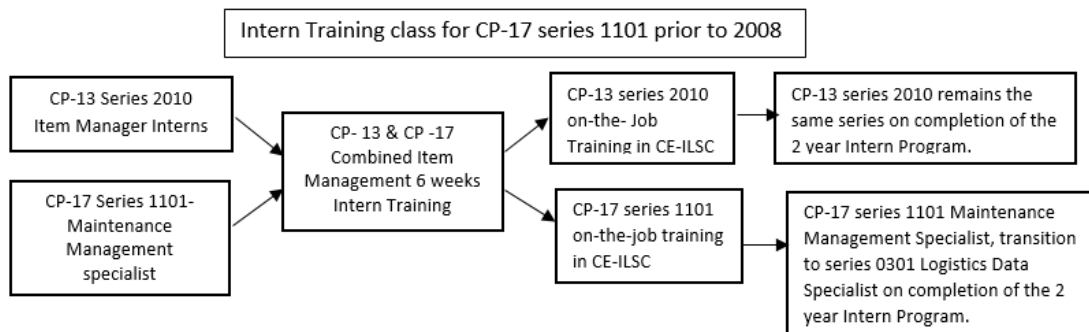


Figure 1. CP-17 Series 1101 Intern Training Program before 2008.
Source: K. Pearson (personal communication, February 6, 2017).

LEO Directorate, LRC, improved the training program in 2008, by having a dedicated team of instructors create a new seven-week specialized training program for MMS interns (Logistics and Readiness Center [LRC], 2010-b, p. 5) (see Appendix B). This training offered 1101 interns suitable specialized LDS training (see Figure 2).

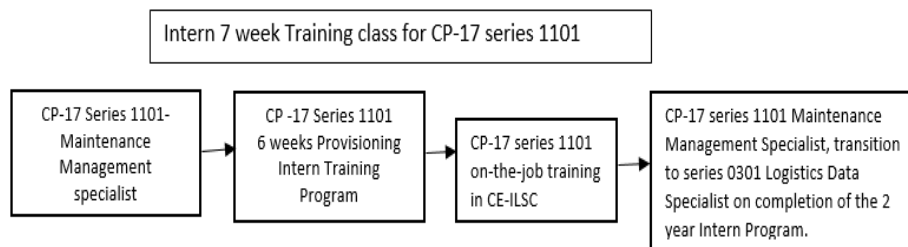


Figure 2. CP-17 Series 1101 Intern Training Program after 2008.
Adapted from LRC (2010-b).

These instructors received feedback comments from each intern class, to carry out changes that would keep improving the CP-17 1101 series intern training program. In 2010, LEO introduced a change to the program which was the MMS provisioning Certifications. The instructors tested the MMS interns on facets of provisioning so they could become certified Provisioners. This certification showed the MMS interns skillful in key parts of their job. This certification coupled with the mandatory completion of Life Cycle Logistics Certification Levels I and II (see Table 1 and 2 for detailed requirements), complies with the Defense Acquisition Workforce Improvement Act (DAWIA). DAWIA

became a Department of Defense (DOD) requirement in 1990. Congress passed this Act to provide uniformity in standards for education, training, and experience. It provided certification for different levels of competency in any acquisition or logistics field for both the military and civilian acquisition workforce (Civic Impulse, n.d.). Tables 1 and 2 show the courses that an MMS and LDS must complete to be Level I and II certified in Life Cycle Logistics.

Table 1. Life Cycle Logistics Core Certification Standards Guide, Level I.
Source: Defense Acquisition University (DAU) (n.d.-a).

LifeCycle Logistics Core Certification Standards Level I		
Mandatory	Core Courses	Course Description
Acquisition Training	ACQ 101	Fundamentals of Systems Acquisition Management
	ENG 101	Fundamentals of Systems Engineering
Functional Training	LOG 101	Acquisition Logistics Fundamentals
	LOG 102	Fundamentals of Systems Sustainment Management
	LOG 103	Reliability, Availability, and Maintainability (RAM)
	CLL 008	Designing for Supportability in DoD Systems
	CLL 011	Performance Based Logistics (PBL)
Education		Formal education not required for certification
Experience		1 year of life cycle logistics experience in an acquisition and/or sustainment organization

Table 2. Life Cycle Logistics Core Certification Standards Guide, Level II.
Source: DAU (n.d.-b).

LifeCycle Logistics Core Certification Standards Level II		
Mandatory	Core Courses	Course Description
Acquisition Training	ACQ 202	Intermediate Systems Acquisition, Part A
	ACQ 203	Intermediate Systems Acquisition, Part B (Resident course (RC))
Functional Training	LOG 200	Product Support Strategy Development, Part A
	LOG 201	Product Support Strategy Development, Part B (RC)
	LOG 206	Intermediate Systems Sustainment Management
	LOG 235	Performance-Based Logistics
	CLC 011	Contracting for the Rest of Us
	CLL 001	Life Cycle Management & Sustainment Metrics
	CLL 012	Supportability Analysis
Choose one of the following five (5) course options listed below:		
	EVM 101	Fundamentals of Earned Value Management
	LOG 204	Configuration Management
	LOG 215	Technical Data Management
	RQM 110	Core Concepts for Requirements Management
option 5 includes all three (3) of the CON courses listed below:		
	CON 121	Contract Planning
	CON 124	Contract execution
	CON 127	Contract Management
Education		Formal education not required for certification
Experience		2 years of life cycle logistics experience in an acquisition and/or sustainment organization

Department of Defense (DOD) directs interns to complete courses from Defense Acquisition University (DAU) and core plus development classes for Logistics certifications. During the intern training, the instructors did not highlight the core competencies for an MMS. These core competencies were essential for promotion possibilities after completing the intern program. The LRC failed to develop a list of compulsory core competencies in the Intern Handbook. They also failed to identify compulsory core competencies within the LRC Logistics Data Specialist Intern Program Instructor's Guide (Vol. 1) for trainers to teach (Logistics and Readiness Center [LRC], 2010-a) (LRC, 2010-b). This poor planning behavior is carelessness on the organization's behalf, towards planning for future placement and significance of employees in this series. This could eventually affect the career development and existence of the 0301 series.

Over the last seven years, CECOM LRC hired many 1101 interns from different generational groups (Generation Y, Generation X, and Baby Boomers) to fill the LRC's

knowledge gap. The percentages of the different generational groups that were hired are broken down in Figure 3.

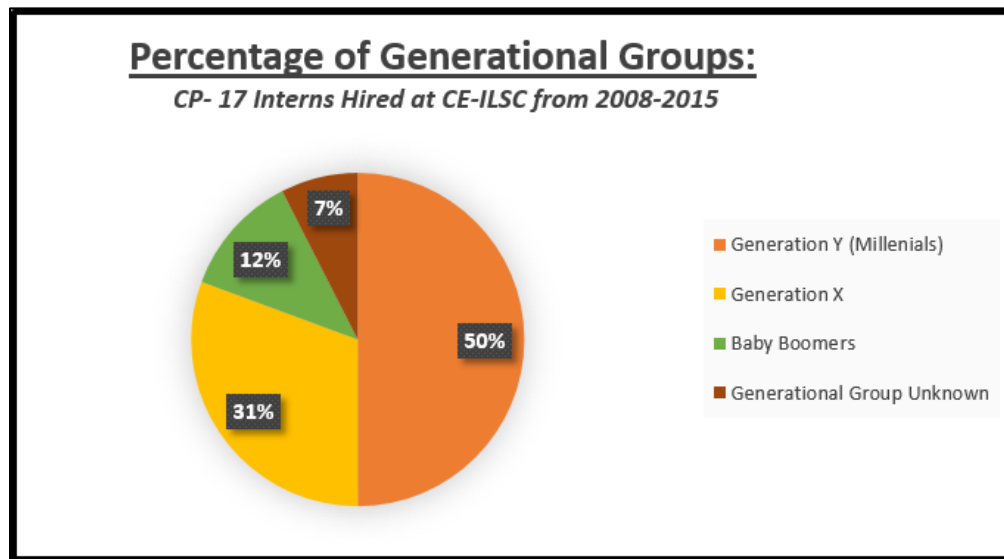


Figure 3. Shows the percentages of the different generational groups among CP-17 interns. Adapted from CE-ILSC Human Resources Department (2017).

After graduating from the intern program, some interns left series 0301 by either resigning from the command, leaving the federal government, having their series changed, or passing away unexpectedly. This caused a high turnover rate and left minimal personnel in the maintenance management functional area. The turnover statistics are in Table 3. Unfortunately, most of the intern historical data did not transition or was lost during the move from Fort Monmouth, New Jersey, to APG, Maryland, during the BRAC. With such a high turnover rate over a short period of time, we wondered why this was happening and what CE-ILSC could do to keep these employees to reverse the statistics. Could the lack of training, identification of core competencies, mentorship, management support, or something more personal that affects the employees' core values or generational qualities be the cause of the high turnover result? We, the JAP team will create a mechanism—a survey instrument—that will gather, analyze, and publish those reasons.

B. PROJECT BACKGROUND

Our JAP focuses on identifying the causes behind high turnover rates among the 0301 job-series (LDSs within CECOM LRC, now known as CECOM Integrated Logistics Support Center [CE-ILSC] as of August 1, 2016) (Egolf, 2016, p.2). We excluded the 1101 job-series from the survey development and distribution because there are no current 1101 employees working at CE-ILSC; they converted to 0301 job-series. We created a survey instrument to determine the correlating motivational factors for each generation (Generation Y, Generation X, and Baby Boomers) within the 0301 job-series. This may influence the decrease in the high turnover rates. We researched several documents, sample surveys, and online sources to design a survey instrument. A select group of managers and Provisioner subject-matter expert (SME) trainers within CE-ILSC reviewed the survey instrument. They either manage CP-17 employees or train them. They will assess whether the questions asked within the survey instrument provide enough information to draw useful conclusions. We decided to use a questionnaire format with structured (fixed response questions) and non-structured questions. The questionnaire will undergo many phases to help improve data quality. During those phases, we will make sure that the design of the survey questions reduces measurement inaccuracy and biases before finalization. The preliminary analysis will drive changes to the final survey instrument after receiving feedback from the Branch Managers and Provisioning SME trainers on the assessment questions

We included further aspects in the research of this project, they will be shown throughout this paper to include:

1. A breakdown of CECOM Organizational Structure and history
2. A breakdown CE-ILSC Command Structure
3. A yearly comparison of the total employees within the 1101 and 0301 series from 2008 to 2015

4. A showcase of the comparative analysis of the generational differences and characteristics of the workforce within the 1101 and 0301 job-series

C. CECOM ORGANIZATIONAL STRUCTURE AND HISTORY

Army Materiel Command (AMC) has several Major Subordinate Commands that work together to achieve AMC's Mission, which is to "develop and deliver global readiness solutions to sustain unified land operations, anytime anywhere" (U.S. Army, 2013).

CECOM, one of the major subordinate Commands of AMC, is in Aberdeen Proving Ground (APG), Maryland. It was first established as the U.S. Army Electronics Command on August 21, 1963. Its name was changed in 1981, to the Communications-Electronic Command, and again in 2005, to CECOM Life cycle Management Command (LCMC) (U.S. Army Communications-Electronics Command, n.d.).

CECOM consists of five subsidiary organizations, which are shown in Figure 4, and has approximately 13,000 employees across all CECOM organizations consisting of Soldiers, civilians, and contractors (CECOM, n.d.).



Figure 4. CECOM Subordinates Organizations. Source: CECOM (n.d.).

CECOM is the essential liaison for the life cycle support of the Command, Control, Communications, Computers, Intelligence, Surveillance and Reconnaissance (C4ISR) systems. They ensure that our joint forces throughout the world can communicate via cutting-edge technology and data. Readiness is CECOM's priority. CECOM makes sure important C4ISR systems are sustainable and adaptive to work

anywhere in the world. They fully equip the Warfighter with “the most innovative, state-of-the-art, multifaceted and networked systems to win against any enemy, anywhere in the world” (CECOM, n.d.).

1. CECOM Subordinate Organizations as of 2016

(1) Central Technical Support Facility

Central Technical Support Facility (CTSF), the U.S. Army’s strategic and central testing facility, is in Fort Hood, Texas. CTSF implements interoperability engineering and Army Interoperability Certification (AIC) testing. They aspire to be an organization that puts their customers first. CTSF provide the U.S. Army, joint and coalition forces with supreme net-centric C4I capabilities (CECOM, n.d.).

(2) U.S. Army Information Systems Engineering Command

The U.S. Army Information Systems Engineering Command (USAISEC) is in Fort Huachuca, Arizona. Its mission is systems engineering, integrating information systems, developing software, and quality assurance testing of systems for the Army (CECOM, n.d.).

(3) Integrated Logistics Support Center

The Integrated Logistics Support Center (ILSC) has its headquarters in Aberdeen Proving Ground, Maryland. ILSC also has annexes in Fort Belvoir, Virginia, Fort Hood, Texas, Fort Huachuca, Arizona and Logistics Assistance Representatives (LARs) in eight Countries around the globe. Their mission is to give the Warfighter and coalition forces worldwide logistics support economically and on time (CECOM, n.d.).

(4) Software Engineering Center

The Software Engineering Center’s (SEC’s) headquarters is in Aberdeen Proving Ground, Maryland, but also has annexes in Fort Belvoir, Virginia, and Fort Lee, Virginia. It provides full life cycle widespread software support to the Warfighter and delivers some of the best software capability to C4ISR (CECOM, n.d.).

(5) Tobyhanna Army Depot

Tobyhanna Army Depot (TYAD) is in Tobyhanna, Pennsylvania. It provides depot maintenance, fabrication, manufacturing, backwards engineering and field repair throughout the world for C4ISR Systems. TYAD is the principal depot for the Army, Air Force, and Navy for C4ISR equipment (CECOM, n.d.).

2. CECOM Integrated Logistics Support Center Structure

CECOM Integrated Logistics Support Center's (ILSC's) mission is to provide on time, cost effective C4ISR logistics support globally to the Warfighter and alliance forces. "We prepare and sustain them for combat and reset our forces for combat readiness following deployment. This mission is accomplished through rapid acquisition, maintenance, production, fielding, new equipment training, operation and sustainment of CECOM equipment" (Logistics and Readiness Center [LRC], n.d.-c). We have provided a snapshot of CECOM's current Integrated Logistics Support Center Command Structure (see Figure 5).

On August 1, 2016, the Logistics and Readiness Center (LRC) changed its name from LRC to ILSC. The CECOM Public Affairs Officer stated that,

The transition to ILSC better aligns CECOM with Army Materiel Command naming conventions and decouples CECOM logistics functions from those performed by the Army Sustainment Command Logistics and Readiness Centers (LRC), which perform those functions at the local Installation Management Command (IMCOM) garrison level in place of the former Directorates of Logistics. ILSC customers should see seamless continuity of cutting edge logistics services. (Egolf, 2016, p.2)



LRC Organization



Figure 5. CECOM Integrated Logistics Support Center Command Structure.
Source: CECOM CIO-G6 Sharepoint Team (n.d.).

ILSC consists of eight directorates and activities, they are:

1. ILSC Headquarters (HQ)
2. Command, Control, Communication, Tactical Directorate (C3T)
3. Communications, Security, Logistics, Activity Directorate (CSLA)
4. Enterprise, Soldier Aviation Directorate (ESA)
5. Field Support Directorate (FSD)
6. Intelligence, Electronic Warfare and Sensors Directorate (IEWS)
7. Logistics and Engineering Operations Directorate (LEO)
8. Power and Environmental Directorate (PED)

9. Security Assistance Management Directorate (SAMD)

Only five out of the eight directorates and activities, employ Logistics Data Specialists/0301 series employees. These five directorates are: Command, Control, Communication, Tactical Directorate (C3T), Communications, Security, Logistics Activity Directorate (CSLA), Enterprise, Soldier Aviation Directorate (ESA), Intelligence, Electronic Warfare and Sensors Directorate (IEWS) and Power and Environmental Directorate (PED).

CE-ILSC consists of several Army Career Programs (CPs), but the main group we will discuss in this research is the CP-17 Materiel Maintenance Management. The focus will be on the CP-17 series 0301.

In chapter I, we discussed further analysis of interns employed by CECOM LRC between 2008 and 2015. According to an internal Defense Civilian Personnel Data System (DCPDS) report obtained from CECOM human resources department in 2016, 160 interns were hired from 2008–2015. The names in the report were blacked out to protect the identity of the employees. We used the data from this report throughout this research to identify which generation they belonged to, the amount of employees still under 0301- job-series and those no longer under 0301- job-series. The data showed that the employees that were no longer series 0301 were due to interns that resigned from CECOM (employed by another Federal agency), those that left the Federal government, employees that had their series changed to another series, or those that passed away unexpectedly (see Table 3).

On review, Table 3 shows a steady hiring decline from 2012 to 2015. CECOM hired a majority of the interns from Fort Monmouth, New Jersey in 2008 and from Aberdeen Proving Ground, Maryland in 2010. CECOM encouraged increased hiring, to reduce knowledge gaps, created by retiring or resigning personnel, who declined to transfer from Fort Monmouth, New Jersey, to Aberdeen Proving Ground, Maryland during the BRAC.

Table 3. CP-17Series 0301 Employees. Adapted from DCPDS (2017).

Years	Total CP-17, Series 0301 Interns Hired	Total Interns Still CP-17, Series 0301	Total Interns No Longer CP-17, Series 0301	Reasons Why Interns Are No longer CP-17, Series 0301:			
				Resigned from CECOM	Left the Federal Gov't	Changed Their Series	Deceased
2008	66	22	44	25	4	15	0
2009	15	2	13	5	0	7	1
2010	51	14	37	21	2	13	1
2011	26	3	23	10	5	8	0
2012	1	1	0	0	0	0	0
2013	0	0	0	0	0	0	0
2014	0	0	0	0	0	0	0
2015	1	1	0	0	0	0	0
Total:	160	43	117	61	11	43	2

We analyzed the data in Table 3 year by year. We started in year 2008. Table 3 identifies that, CECOM LRC hired 66 CP-17 series 1101 interns in 2008, but by 2015 only 22 (33.3%) of these interns were still within the transitioned series of 0301. Throughout the seven-year period CECOM LRC lost 44 (66.7%) of the intern workforce due to a variety of reasons. Out of 44 interns that were no longer CP-17 series 0301, 25 (37.9%) resigned, 4 (6.06%) left the Federal Government, and 15 (22.7%) had their series changed.

In 2008, Major General Dennis Via (Ft. Monmouth Base Commander) sent a memorandum to the Pentagon requesting that Sergeant Major of the Army, Kenneth Preston, inform retiring Soldiers about potential job openings in Aberdeen Proving Ground, Maryland, because of the BRAC move. Major General Via stated, “Many of our current employees will not be moving. We anticipate hiring approximately 2,000 government civilian employees between now and base closure in 2011, mostly at Fort Monmouth, but with about 500 to be hired at APG. We also expect to fill another 2,000 vacancies at APG after the full transition of our mission in 2011” (Via, 2008).

CECOM LRC hired interns in New Jersey and Maryland during the 2009 transition to Aberdeen Proving Ground, Maryland as seen in Table 3. They hired 15 CP-17 series 1101 interns in 2009, a huge decline from the 66 they hired in 2008. By 2015, CECOM LRC retained only two (13.3%) of the interns hired in 2009. Within a six-year period CECOM LRC lost 13 (86.8%) of the intern workforce. Out of 13 interns that were

no longer CP-17 series 0301, 5 (33.3%) resigned, 7 (46.7%) had their series changed, and 1 (6.7%) deceased.

In 2010, CECOM LRC hired 51 CP-17 series 1101 interns, an increase from the 15 hired in 2009. By 2015, only 14 (27.5%) of the interns hired in 2010 were still the transitioned series of 0301. In a five-year period CECOM LRC lost 37 (72.6%) of the intern workforce through various means. Out of 37 interns that were no longer CP-17 series 0301, 21 (56.8%) resigned, 13 (35.14%) had their series changed, 2 (5.41%) left the federal government and 1 (2.7%) deceased.

In 2011, CECOM LRC hired 26 CP-17 series 1101 interns. This was nearly half the interns hired in the previous year. By 2015, only 3 (11.5%) of the interns hired in 2011 were still within the transitioned series of 0301. In a four-year period, CECOM LRC lost 23 (88.5%) of the intern workforce. Out of 23 interns that were no longer CP-17 series 0301, 10 (43.48%) resigned, 8 (34.8%) had their series changed, and 5 (21.74%) left the federal government.

In 2012, CECOM LRC hired 1 CP-17 series 1101 intern. By 2015, the intern hired in 2012 was still the transitioned series of 0301.

By 2013, CECOM LRC had over-hired employees. CECOM LRC hired too many employees' because they expected fewer employees to move to Aberdeen Proving Ground, Maryland, unfortunately more employees than expected had moved.

CECOM LRC stopped hiring employees to minimize the effects of the over-hires. They placed over-hired employees in permanent slots within the LRC. To save positions CECOM LRC placed some CP-17 series 0301 personnel into other job-series. CECOM LRC did not want to lose or fire their employees after the BRAC move.

In Table 4, we examined the number of CP-17 1101 job-series (Maintenance Management Specialists [MMSs]) which started the intern program. We compared the data of interns hired with interns that are no longer CP-17 0301 job-series (Logistics Data Specialists [LDSs]).

Table 4. CP-17 1101 and 0301 Series Interns. Adapted from DCPDS (2017).

Years	Total CP-17, Series 0301 Interns Hired	Total Interns Still CP-17, Series 0301	Total Interns No Longer CP-17, Series 0301
2008	66	22	44
2009	15	2	13
2010	51	14	37
2011	26	3	23
2012	1	1	0
2013	0	0	0
2014	0	0	0
2015	1	1	0
Total:	160	43	117

Table 4 shows that CECOM LRC hired 160 CP-17 series 1101 interns between 2008 and 2015. Once interns graduated from the program, the series transitioned from 1101 to 0301 (Logistics Data Specialists [LDSs]). By 2015, out of 160 interns, 117 (73.13%) were no longer CP-17 series 0301.

Table 4 shows that 43 (26.9%), CP-17 0301 series employees remained as LDSs. Over seven years, CECOM LRC lost 117 (73.13%) employees to other series, resignation, leaving the Federal government and death (Table 3). The low retention rate of 26.9% signals a problem with retaining employees in this series.

We will create a survey instrument to identify why the CP-17 0301 series are resigning or changing their series. Once we have finalized our survey instrument, we will provide this tool to CE-ILSC. This will pinpoint reasons behind the low retention rate for LDSs. We will recommend the final survey instrument be disseminated to CE-ILSC target audience—the Logistics Data Specialists. We will help CE-ILSC administer the final survey instrument and develop proposals to increase retention of employees within this series (We will only produce the survey instrument to fulfill the requirement for graduation).

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II. LITERATURE REVIEW

A. GENERATIONAL ANALYSIS

The word generation can be defined as follows: “a generation is a group of people *born* around the same time and *raised* around the same place. People in this ‘birth cohort’ exhibit similar characteristics, preferences, [work ethic, attributes, influences, personal and professional views, work/life balance views], and values over their lifetimes” (Center for Generational Kinetics [CGK], 2016). We applied this definition within our analysis to understand and categorize the attributes among the different generations. Each generation is categorized by associated birth years (See Table 5).

Table 5. Generational Categories. Adapted from Novak (n.d.) and “American Generation” (2016).

Generation Category	Associated Birth Years
Generation Z	Born 2001 and later
Generation Y (Millennials)	Born 1981-2000
Generation X	Born 1965-1980
Baby Boomers	Born 1946-1964
Mature (Silents)	Born 1927-1945
GI Generation	Born 1901-1926

We gathered the 2015 data presented in Figure 6 from CNN website. The figure shows the total population and percentage of people who make up each generation within the United States.

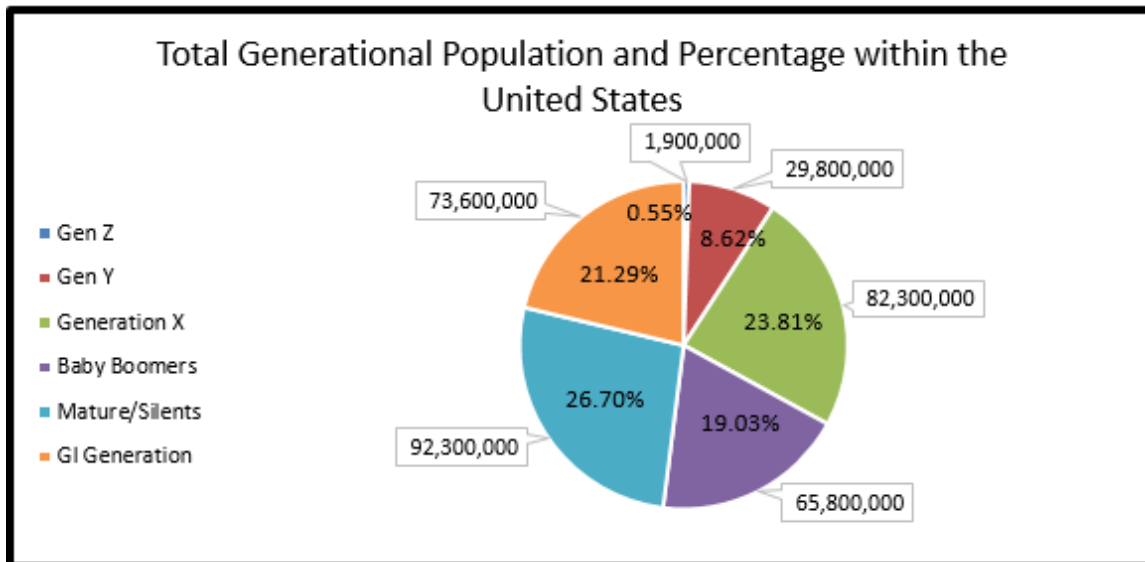


Figure 6. Total Generational Population and Percentage within the United States. Adapted from “American Generation” (2016).

For this project, we will only analyze the generations that have made up the Logistics Data Specialist population within the last seven years (2008 to 2015). This data is in chapter I, Figure 3. These generations include Generation Y, Generation X, and Baby Boomers. We will explain and break down the major traits and differences of the three generations in this section. We will highlight selected parts of the traits and differences to analyze and provide recommendations. Though this study identifies multiple resources that depict characteristics of the different generations, we chose to utilize one leading source throughout the entire generational analysis. That source is a “Generational Differences Chart” gathered from a website belonging to a community outreach organization called the West Midland Family Center (WMFC) (Allen, 2007). We used it as a foundation to describe and assess the characteristics of all three generations. Renee Allen is the author of the “Generational Differences Chart”. She compiled this chart for staff training in 2007 for the West Midland Family Center in Shepherd, Michigan. We spoke with her and she confidently confirms that in-depth research was utilized to construct the information depicted in her chart (R. Allen, personal communication, September 4, 2017). After speaking with Mrs. Allen, we decided to use her research based on the format the information was presented in, the

magnitude of characteristics shown among the different generations, and the fact that she endorses the findings within her research. We also decided to use her research because the WMFC was able to successfully implement her research to train new and current employees about the generational differences among the staff members. The chart served as a good generational awareness source for employees to identify with. We concluded that her study can serve as a positive example for CE-ILSC to review, if and when, the respondents' results from the final survey instrument determines training and/or generational differences affects the low retention rate among CP-17, series 0301 employees.

1. Generation Y

Media has heavily influenced Generation Y, the first digital natives. The introduction and reliance on digital media started from infancy. This generation is the expert compared to Generation X and Baby Boomers when it comes to digital technology. Generation Y also wants to be the change within this corrupt world filled with school shootings, terrorist attacks (e.g., the 9/11 terrorist attack), and diseases such as acquired immune deficiency syndrome [AIDS]). They have taken it upon themselves to create change in the universe, and will seek out employment at organizations that “provide opportunities to make a difference in the world” (Pollack, 2013). This generation has core values that will benefit them while trying to change the world's problems—civic duty, confidence, diversity, high morals, “now” attitude, highly educated, self-confident, optimistic, realistic, and street smarts (Allen, 2007). We believe this generation will be highly effective workers in environments that recognize their values, help mold them into members of the global community, and make work, “fun” (Allen, 2007). If these features are not offered in the workplace, this generation might lose interest and seek jobs that can give them a balance of work and fun.

Generation Y is fiercely independent, focused on change, using technology, high speed stimulus junkies, work well in groups, sociable, loyal to peers, responsibility seekers, and have a strong sense of entitlement (Allen, 2007). Their most treasured value is individuality. These are key features which distinguish them from other generations.

They flourish in personal and professional environments that are encouraging of their values. They have an ambitious, entrepreneurial, and tenacious work ethic that compliments their aforementioned key qualities.

This generation may experience conflict with superiors because they believe respect is earned by those who are competent, not because of a higher title. We believe this could cause tension within management-employee relationships and hinder communication if this generation believes “superiors” are less knowledgeable than they are. Another possible issue they may face with older generations is their view of the workplace. They like a work-life balance that allows them to be effective workers during their scheduled time at work, but then clock out when their shift is over; no work may interfere with their personal lives.

Generation Y loves a good balance between work and life. They “not only balance with work and life, but balance with work, life and community involvement and self-development” (Allen, 2007). When they are at work, they prefer surroundings that are collaborative, achievement-oriented, creative, positive, diverse, fun, flexible, and require constant feedback. This continuous feedback should have clear goals, expectations, and provide organization.

For mentoring, this generation can carry out change by exploring new avenues. They want to set goals that include steps and actions, want respect, flexibility, challenging work, and receive detailed guidance and information (Allen, 2007). They want to impress their mentor by the decisions they make and will use the continuous feedback to uphold good decision making to keep their mentors impressed (Allen, 2007). We believe that if a mentor provides these attributes, then this generation will be more receptive. By nature Generation Y will always continue to seek for career development and training opportunities inside and outside the work environment; they highly need to gain more experience and be subjected to more opportunities. In fact, 87% of millennials say that professional growth and development opportunities are important in a job (Adkins & Rigoni, 2016).

2. Generation X

As children, this Generation X saw the end of the Cold War, felt the disappointment and broken trust as they watched U.S. politicians lie (for example, Watergate Scandal (History.com, 2009). They also witnessed a great revolution as women gained entry into the workforce. Mothers entered the working class and contributed to the community and provided financial support within the household. This revitalized and empowered women, but it also interrupted the gender roles within the traditional marriage; where both partners agree that the wife is not employed and that she stays home to do housework (Brown & Roberts, 2014). With both parents working, Generation X had to learn to take care of themselves. This generations' core values reflect the multiple changes inside and outside the home that created a new reality—being independent, self-reliant, skeptical, and suspicious of Baby Boomer values. They also value balance, diversity, having fun, thinking globally, time, and entrepreneurship (Allen, 2007).

The key attributes that distinguish Generation X from other generations are: they are adaptable, flexible, independent, and self-sufficient (Allen, 2007). Being the first generation with two working parents pushed them to take on “adult” roles (e.g., cook, clean, prepare for school, watch younger siblings, etc.) at an age younger than previous generations (Enjeti, 2015). We assume the reasons this generation ignores leadership, is because they are skeptical of institutions, unimpressed with authority, and free agents. This is because of the political scandals witnessed as children and teenagers. Generation X became mature at a young age. This helped them create a work ethic that fosters balance, ability to work smarter and easy, self-reliance, structure, and direction, while unfortunately having a cynical behavior.

The Baby Boomers have influenced Generation X's outlook on work-life balance. They have put more effort in creating defined lines between work and personal hours, creating a more definitive work-life balance because of their parent's workaholic nature. They prefer their work environments to be functional, flexible, positive, fun, efficient, fast-paced, informal, and easily accessible to both management and information. Generation X tend to shy away from public recognition. When receiving rewards from

peers and management, many prefer time-off rewards. They prefer that feedback be regular, useful, and focused merely on their work and not their character. This provides them guidelines and necessary tools to become more effective.

For mentoring this generation, we must consider that they want someone who listens and keeps them involved, encourages creativity, and offers variety and stimulation. They prefer someone who works with them, follows through and offers real world experiences. If a mentor provides these attributes within a casual work environment, this generation will be more receptive of their assistance and guidance.

Generation X will continuously “take a pro-active approach to career development through more degrees and experiences both within and outside the organization (Allen, 2007). This approach would allow this generation to remain versatile among competing peers, as well as the flexibility to change careers. “Others might often see this type of behavior as being dis-loyal to the company, but Gen Xers see it as being loyal to themselves” (Allen, 2007). This method may alarm employers, but we believe that the knowledge and experience this generation offers will offset their concerns.

3. Baby Boomers

Major events such as the Civil Rights movement, the Vietnam War, and the Sexual Revolution have influenced Baby Boomers in their youth. These influences shaped their perspective on the world and created the core values, which they hold today. These values are: being anti-war or government, support of equal opportunity, being involved and optimistic, as well as wanting to make a difference.

This generation holds key qualities that set them apart from the other generations. They are idealistic people who believe in hard work (live to work). They are resilient folks who communicate well, show loyalty to their employers, and can handle a crisis due to their experience with managing life altering events as an adolescent. This rather large generation, values success over other elements. Their value for success may be the result of their highly driven work ethic and their belief that working hard will result in self-worth. We believe this value may have been caused by their birthright to education or even their advanced experience in the work force.

Although this generation has a strong work ethic, which employers probably benefit significantly from, they struggle to balance work-life elements. They allow work to spill over into their personal lives or take precedence over personal matters. This may create an imbalance between work and family, which may cause personal tension with family members who feel neglected (for example, spouses, children, parents, etc.). We believe this generation must confront and manage work-life balance as they get older and prepare for retirement.

In a perfect work world, a Baby Boomer would thrive in an environment that has a “flat” organizational hierarchy where management is visible and employees have more responsibility that affect day-to-day decisions and problem solving (Meehan, 2017). Having this influence in their work environment, will allow them to keep a democratic, friendly, and humane work space that fosters role and gender balance and equal opportunity among peers and managers. Although upholding such an environment is important to Baby Boomers, they also expect to be rewarded and recognized for their hard work. They welcome any public or private appreciation such as monetary rewards, certificates, letters, and verbal recognition (Allen, 2007).

No matter how hardworking or experienced an employee is, they can always embrace mentorship and learn something new. Baby Boomers need mentoring for balancing work-life, being more tech savvy, working in teams or groups, time management, and being a proactive manager without being micro-managed (Allen, 2007). Managers and employees who work with Baby Boomers must know what subject matter they need mentorship in. Once figured out, they can effectively mentor this generation by providing encouraging guidance and positive (verbal praise) reinforcement (Bain, 2007). Baby Boomers develop their careers by staying loyal to one organization or industry in hopes of being promoted due to seniority (Korkki, 2011).

We focused throughout the sections of the generational analysis on using Mrs. Renee Allen’s 2007 “Generational Difference Chart” as a basis to describe the characteristics of all three generations. We used supporting documents and sources to solidify our research. With all the sources included in this section, we were able to highlight each generation’s (Generation Y, Generation X, and Baby Boomers) influences,

values, personal attributes, and preferences on work-life balance, mentoring, and work environment. We also conveyed assessments in our findings by including our opinion and evaluation on the different generational traits.

B. IMPORTANCE OF GENERATIONAL TRAITS

To bridge the gap between the different age groups, we must recognize and understand the diversity among the generations. The creation of cohesive work, learning environments, and manifesting happiness in individual lives; is based on generational preferences. By acknowledging the differences among the generations, organizations can use this knowledge to increase work satisfaction and employee retention based on employee professional/ personal needs and wants.

We used the research and analysis completed on the different generations to develop questions in the survey instrument. Then composed questions that we inserted into the “Values” section of the survey instrument. These questions will help identify characteristics, preferences, work ethic, qualities, influences, personal and professional views, work-life balance views, and values of the 0301 job-series: Logistics Data Specialist (LDS) within the Communications-Electronic Integrated Logistics Support Center (CE-ILSC). (CGK, 2016) These findings will be used to:

1. Identify the values and work preferences of the people working within these series.
2. Review how to create unbiased surveys.
3. Review the creation of a questionnaire as a survey instrument.
4. Review the correlation between each respondent’s answer within the “Value” section and the traits tied to their associated generation.
5. Isolate generational values and work preferences that can be accommodated to keep each generation.

All these findings will help in identifying the causes behind high turnover rates among the 0301 job-series.

C. RESEARCH PLAN

After we completed the background and generational research in previous chapters, we began developing the survey instrument that would answer the question of “What is causing the high turnover rate among the 0301 job-series?” This question has helped develop our theory that Logistics Data Specialists (LDS) are unhappy in series 0301 and are leaving their jobs because of dissatisfaction and generational differences. We worked on the premise that three generations work within the series 0301 in CE-ILSC: Generation Y, Generation X, and the Baby Boomers. These generations have different goals and ambitions that correlate with their job satisfaction in the workforce.

We identified seven areas to research to provide more insight into the causes of dissatisfaction and what CE-ILSC can do to improve job satisfaction: The areas we researched were (1) Demographic, (2) Environment, (3) Core Values, (4) Mentoring, (5) Training, (6) Management and Employee Relationships, and (7) Work and Personal Values. We assume that levels of dissatisfaction will decrease if CE-ILSC re-educates the Branch Managers on how to manage employees from the three generations identified in this JAP. CE-ILSC may also see a decline in employee dissatisfaction if they introduce new ways to motivate the employees in the work environment to remain in the 0301 job-series.

We designed the questions that make up the questionnaire to have *structured and non-structured questions*. To form the questions we focused on the audience of Logistics Data Specialists. Branch Managers and Provisioning SME trainers make up the target audience that will review the questions for validity, accuracy and reliability. We divided the questions into seven different sections. The questions within each section are related and they progress as the reader advances through the survey. We carefully chose and arranged each question to answer specific research questions:

1. Why are Logistics Data Specialists either leaving CE-ILSC for other jobs outside the Command or changing their series from 0301?
2. What will motivate the Logistics Data specialist to stay as series 0301?

This paper concentrates on CE-ILSC series 0301 employees, generational differences between the three generational groups employed by CE-ILSC, job fulfillment mechanisms, knowledge and training, employee wages and incentive formats.

We, the JAP team, developed the questionnaire methodically to decrease measurement errors. We used Radhakrishna's 2007 *Tips for Developing and Testing Questionnaires/Instruments* to create five successive stages of developing and testing our questionnaire which will improve data quality of our research. The five stages are:

1. Research Background (Stage 1)

We researched survey instruments and chose a questionnaire as our instrument to ensure validity, reliability and measurability. Then we identified the target audience and selected those that reviewed the questions and responded with comments by their management position and educational level. We explained the purpose of the JAP, stated its objectives, research questions and the theory in this stage.

2. Questionnaire Conception (Stage 2)

To form the survey questions, we created statements and questions for the questionnaire from the knowledge, opinions, approaches, facts, insights and behavior drawn from the content, objectives and literature of our study. We created sections in the questionnaire to classify what the questionnaire was measuring (Radhakrishna, 2007).

3. Survey Format and Delivery (Stage 3)

During this stage, we concentrated on writing the questions and statements, and decided on our questionnaire layout using suitable scales of measurement. All questions regarding a particular category were in one section and then it progressed to another section. We used a nominal scale of two or more levels to measure the independent variable (yes, no and somewhat). Also, an interval or ratio scale from strongly disagree to strongly agree will measure the dependent variable (Radhakrishna, 2007). We decided to deliver the survey instrument by email to the reviewers.

4. Data Analysis and Establishing Validity (Stage 4)

We proved the validity of the questionnaire by using expert opinions from managers and trainers working within CE-ILSC. They reviewed the content to assess construction and phrasing of the questions. This was to make sure the content related to the objective and research question and measured what it was meant to. We checked to see if the questionnaire was broad enough to collect all the data needed to answer the research questions. If the managers and trainers answer all the research questions it will improve the validity of the questionnaire.

5. Establishing Reliability (Stage 5)

Measuring the accuracy of the instrument is important and reliability will verify the questionnaire consistently measures what it is designed to measure. We will review, correlate and analyze the collected data (Norland, 1990).

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III. DEVELOPING THE SURVEY INSTRUMENT

We completed research on the demographic of the target audience before distribution of the survey. We also completed research on the structure/design of the questionnaire before solidifying the survey. This research has allowed us to construct a survey instrument that identifies the causes behind high turnover rates among the 0301 job-series: Logistics Data Specialist (LDS) within the Communications Electronic Integrated Logistics Support Center (CE-ILSC).

A. TARGET AUDIENCE AND DEMOGRAPHIC

For the JAP, we decided the reviewers will be the specific target audience to provide a sufficient assessment of the questionnaire before drawing the final conclusions and recommendations. We will provide recommendations to CE-ILSC for analysis before sending the final survey instrument to employees within the 0301 job-series. The demographic of the specific target audience consists of CE-ILSC Branch Managers and Provisioning SME trainers. We considered the education level of the respondents (0301 series employees) when framing and writing the questions, so they should easily understand, interpret and answer the questions. The least level of education for the respondents is a baccalaureate degree. The questionnaire asks one question at a time; however, some questions will build on another to gather specific information for root cause analysis of low retention. The wording and phrase structure used within each question is direct and easily interpreted by the respondents.

After our JAP is approved, this questionnaire will be ready to send to the employees of CE-ILSC who are CP-17 series 0301 generational groups (Generation Y, X and Baby Boomers). If this transpires, the CE-ILSC CP-17 series 0301 employees will become the new target audience for this questionnaire. CE-ILSC will have the authority to share the survey and it will not be in connection to this Joint Applied Project (JAP).

B. QUESTIONNAIRE STRUCTURE/DESIGN

During the early composition of the questionnaire, we created a list of possible assumptions that may have caused the low retention of 0301 job-series (Appendix C). These assumptions will serve as the basis for each question. Each question will be structured to provide information that will either confirm or deny each listed assumption.

This questionnaire uses two types of question structures: structured (fixed response questions) and non-structured questions.

A *structured or fixed response question*, “offer the respondent a closed set of responses from which to choose.” These questions will be used: “1.) When [we] have a thorough understanding of the responses so that [we] can appropriately develop the answer choices [and] 2.) When [we] are *not* trying to capture new ideas or thoughts from the respondent” (Science Buddies, 2017).

The three different types of structured questions are: 1.) “Yes or no” response questions, 2.) Ranking questions that identify “varying degrees of emotion about a subject” and allows the respondent to answer by preference within the choices given, and 3.) Likert scale (rating structure) format (e.g., strongly disagree, disagree, somewhat, agree and strongly agree) (Science Buddies, 2017) (SurveyMonkey, 2017-b).

The Likert scale is a rating gage that uses several variations to measure attitudes or opinions. Five categories of these variations are agreement, frequency, quality, likelihood, and importance. Each has a ranking scale: agreement—strongly agree to strongly disagree, frequency—often to never, quality – very good to very bad, likelihood—definitely to never, and importance—very important to unimportant. We tailored some of our questions towards using the Likert scale during the developmental stage, after the team performed analysis on Likert scale data (McLeod, 2008).

A *non-structured question* that offers a partially structured list of choices that allows single answer and multiple answer response choices to the respondent (SurveyMonkey, 2017-b). We will use these formatted questions when exploring new ideas (Science Buddies, 2017).

After we developed a question, we put it in one of the seven overarching categories. This distinguished the information we gathered and to decide which question structure would be suitable to use (structured or non-structured):

1. One question is under the *demographic category*. We selected it to identify which generational groups work within CE-ILSC. We grouped them by the year they were born. This will validate the generational questions within the study (questions 17–21 and 49–51) and provide information to support the second part of the research question: analyzing the correlation between turnover rates and generational differences. These questions stemmed from the generational analysis depicted in Chapter II.
2. The *Environment Category* covers questions related to the workplace surroundings. The questions within this category were structured (fixed response) and partially structured questions.

We used structured (fixed responses) for questions 2, 5, 7, and 8. We applied the “frequency and agreement” themed Likert scale marked from A–E (never, rarely, sometimes, often, and always; strongly disagree, disagree, somewhat, agree, and strongly agree). This scale will help reduce measurement error. We added them based on our assumptions (Number (No.) 1—under appreciated, No. 4—Bored, No. 5—Don’t like the job, and No.11—Have been mistreated). The responses to these questions made by the target audience (CP-17 0301) will help identify the reason behind a low retention rate of CP-17 series 0301 within CE-ILSC (CPOL, 2012).

Questions 3, 4, 9, 17, 21, and 22 are partially structured response questions with single answer and multiple answer response choices. Each question offers respondents a fixed list. We added an “other” option to prevent bias in the question. With the additional option the respondent can respond as they see fit (if none of the multiple choice responses provided fit the choice the respondent wanted to select). Questions 3 and 4 give the respondents various choices of why they do not like their job and question

9 gives various multiple choice responses to select, for what will incentivize them to stay in their series within the organization.

We based these questions on assumption No. 1—Underappreciated and No. 5—don't like their job. The research for these questions was derived from DODi 1400.25-V451, November 4, 2013 (Department of Defense [DOD], 2013). Questions 21 and 22 are single multiple-choice responses, we added an "other" option so as not to create bias in the study. This question gives insight into the generational group and their work ethics/values. We based these questions on assumptions No. 4 and 16 that Provisioners are "bored" and "Provisioning is not fun," and the generational analysis depicted in Chapter II. Question 17 is a multiple answer response choice question; we gave the respondents various responses for the question.

This question is based on assumptions No. 1, 2, 4–10, 12, 13, and 16. Those assumptions are that: (No. 1—Provisioners feel underappreciated, No. 2—are not being promoted, No. 4—are bored, No. 5—do not like their job, No. 6—do not like the location of the job, No. 7—do not like the far commute, No. 8—would prefer to do something else, No. 9—want to make more money, No. 10—want to work outside the government, No.12—does not like the branch/division they work in, No.13— did not receive sufficient training and exposure to be proficient at their job, and No.16—provisioning is not fun). Research behind this question was derived from the generational analysis depicted in Chapter II, our personal experience, and the review of CE-ILSC organizational structure.

Questions 10–16 and 18–20 were all structured (fixed response) with a "yes or no" response. These questions will measure attitudes of the respondents. These questions were based on assumptions No. 8 and 10 that Provisioners "prefer to do something else and want to work outside the government."

3. The *Provisioning Core Competencies Category* covered questions related to the specialist knowledge of a CP-17 0301. The questions within this category were all structured (fixed response). There was one question that used the “Agreement” themed Likert scale format of A-E (strongly disagree, disagree, somewhat, agree and strongly agree)—Question 23. This question was based on assumption No. 13, that Provisioners “did not receive sufficient training and exposure to be proficient in their job.” The core competencies data was derived from civilian personnel online website.

One partially structured response question gave respondents various choices—Question 24, to measure their work related knowledge level. We based this question on assumption No.13, that Provisioners “did not receive sufficient training and exposure to be proficient at their job.” This question identifies all Provisioning core competencies. We assume that Provisioners could identify all the core competencies if they had sufficient training. The Core competencies would give them the knowledge they need to be more proficient in their job. Without the Core competencies, they may feel like they are missing a part of an important knowledge base, which could help them get a promotion to a higher grade level. The Core competencies were derived from Army civilian training, education and development system (ACTEDS), CP-17 “Appendix B Materiel Maintenance Management online documentation” (CPOL, 2012).

We included five structured (fixed response) questions—Questions 25–30 in this category with a “yes or no” response. We based the questions on assumption No.13—Provisioners “did not receive sufficient training and exposure to be proficient at their job.” We derived the basis of the research from Provisioning documentation and our personal experiences.

4. We developed the *Mentoring Category* based on assumption No. 14, that Provisioners “feel lost because they were not properly mentored on

Provisioning career path expectations or guided to obtain individual career goals.” We assumed that without proper mentorship Provisioners who feel lost within their career field and will seek better career opportunities if they were to receive continual guidance. The responses to this question will prove if lack of mentorship is a reason for the low retention rate within this series.

The questions in this category are all structured (fixed response) questions. There are three questions in this category—Questions 31, 34, and 35, they are structured with a “yes or no” response. Two questions in this category—Questions 32 and 33 used the “agreement” themed Likert scale (rating structure) format of A-E (strongly disagree, disagree, somewhat, agree and strongly agree).

5. We developed the *Training Category* based on assumption No. 13, that Provisioners “did not receive sufficient training and exposure to be proficient at their job,” to excel and be promoted within their series. Therefore, Provisioners are leaving the Provisioning series for other career fields that will train and promote them. The questions within this category will provide information on whether Provisioners have been exposed to the Provisioner training and experiences for promotion beyond general schedule (GS)-11. This will prove if lack of training is a reason for the low retention within this series.

The required training was derived from Logistics and Engineering Operations (LEO) intern training documentation and the training options in the Material Maintenance Management (CP-17) Competitive Professional Development Program (CPD) (Training & Leader Development : Materiel Maintenance Management (CP-17), 2016). The questions within this category were both structured (fixed response) and non-structured (with partially structured list) questions.

Structured (fixed response) Questions: There were four questions—Questions 36, 40, 42 and 47 in this category used “yes or no” responses. Three questions—Questions 37, 38 and 41 used the “agreement” themed Likert scale (rating structure) format of A-E (strongly disagree, disagree, somewhat, agree, and strongly agree). One question—Question 39 used the “quality” themed Likert scale A-E (novice, less than adequate, adequate, more than adequate, and expert). Question 44—used the ranking format of a list of options A-N (“N” being the “other” option so that respondents can add a custom response if their choice is not listed among the options). We provided this option to alleviate bias within the survey, starting with “1” for the most beneficial Provisioning refresher course. These question structures all offer the respondent easy, straightforward questions that will generate answers easily understood by the reviewer.

Non-structured Questions: Questions 43, 45 and 46 are three partially structured response questions in this category. We structured these questions in this format to gain new information about training and Provisioning events because we had an inclination of how the respondent would respond, but was not certain. We included a partial list for respondents to choose from and also a custom response option (under “other”) if their intended choice was not listed within the options for Question 43.

6. We developed the *Management and Employee Relationship Category* based off assumption No. 15, that Provisioners “do not feel that they have an effective professional relationship with their manager.” These series of questions ask respondents to identify how they feel regarding trust, empowerment, support, and career development aspects within the professional realm with their manager. These questions will prove if aspects within a professional relationship between a Provisioner and their manager are reasons that led to the low retention rate in this series. All six questions—Questions 48–53 use the “Agreement” themed Likert scale

(rating structure) format of A-E (strongly disagree, disagree, somewhat, agree and strongly agree).

7. We did not develop the *Values Category* using the list of our team's assumptions. These questions provide insight into each Generational Groups' values within the work place and work ethics. We developed these questions—Questions 54–56 using the “Generational Differences Chart.” (Allen, 2007) The questions in this category are non-structured questions. All the questions in this category are partially structured response questions.

We structured these questions in this format to gain new information about the various generations' work ethics and values and to analyze the correlation between turnover rates and generational differences; the second part of the JAP research question. Since we had some idea of how the respondents would answer, we constructed a partial list for all three questions for the respondent to choose a specific amount of answers (one or three) that were applicable, while also allowing them to add a custom response if their choice was not listed. The final question—Question 57—provided various multiple choice responses to select from when asked, “What CE-ILSC can do to retain employees as Provisioners.” This will give us information that can be applied when analyzing the low retention rate among 0301 job-series employees and ways to correct this issue.

IV. COMPREHENSIVE SURVEY DATA ANALYSIS

A. TARGET ANALYSIS

Under the survey instrument development process, we, the Joint Applied Project (JAP) team, disseminated the Provisioner Retention Survey to the target audience. The target audience comprised of Branch Managers and Provisioning Subject Matter Experts (SME) trainers within Communication-Electronics Integrated Logistics Support Center (CE-ILSC) that either managed or officially trained employees within CP-17 0301 job-series (Materiel Maintenance Specialist [MMS] and Logistics Data Specialist [LDS]). During the survey instrument development process, we conducted research to determine the scale of the target audience.

To ensure this study was valid before survey dissemination, we determined the population size of the target audience: 40 Branch Managers and Provisioning SME trainers. Next, we utilized the statistical sample size calculator in SurveyMonkey to calculate the correct sample size for the survey distribution (SurveyMonkey, 2010-c). To determine that the sample size calculated will accurately sample the population, the confidence level had to be defined (SurveyMonkey, 2017-c). According to SurveyMonkey's "5 steps to make sure your sample accurately estimates your population," a confidence level below 90% is undesirable but anywhere between 90%-100% is acceptable (SurveyMonkey, 2017-d). We selected a confidence level of 90%. This indicates that the target audiences' responses will be similar 90% of the time.

We measured the margin of error utilizing the calculator from SurveyMonkey to determine the margin of error, which turned out to be 8% (SurveyMonkey, 2017-a). A margin of error above 10% is not advisable, but between 1% and 10% would be acceptable. A low margin of error authenticates the effectiveness of the survey instrument (SurveyMonkey, 2017-a). The calculator used to determine the margin of error also determined the sample size of 30. We utilized the sample size to determine the number for our target audience, 30. The percentage of responses received from the sample size (target audience) is called the response rate. SurveyMonkey states that, "for online

surveys in which there is no prior relationship with recipients, a response rate of between 20–30% is considered to be highly successful. A response rate of 10–15% is a more conservative and a safer guess if you haven't surveyed your population before" (SurveyMonkey, 2017-d).

Our focus is to send the draft survey instrument for review to a sample audience of 30 Branch Managers/Provisioning SME trainers. Then after updates and amendments from the responses of the target audience are made to the draft survey instrument, the second draft survey instrument can be sent to the total population of 40.

We determined the sample size. Then selected 30 random suitable Branch Managers and Provisioning SME trainers of series 0301 within CE-ILSC as the sample size target audience for the dissemination of the CE-ILSC Provisioner Retention Survey and Managers/Provisioning SME trainers review questions. We contacted the Senior Executive Service officer in charge of CE-ILSC and requested the dissemination of the Provisioner retention survey instrument and the Branch Managers and Provisioning SME trainers review questions via email to the target audience.

We instructed the target audience in an email to only review (not to answer) the Provisioner Retention Survey and then answer the correlating Branch Managers and Provisioning SME trainers review questions. We gave them two weeks to respond to the questions. Sixteen Branch Managers/Provisioning SME trainers responded with suggestions and comments. The response rate for the disseminated survey instrument was 53.3%. This provided a good sample of the target audience to analyze the data received.

After receiving the responses from 53.3% of the target audience, we determined the smaller target audience of 30 would meet the data analysis requirements. We decided that to send out the amended and updated version of the survey instrument to the total population of 40 would not be beneficial to our research because statistically the sample size was sufficient to validate the reliability of the survey instrument. The Provisioner Retention Survey, Managers/Provisioning SME trainers review questions, and the email sent to the Managers/Provisioning SME trainers, requesting review of the Provisioner Retention Survey are located in Appendices D, E and F.

We consolidated the responses (including comments and suggestions) received from the Branch Managers/Provisioning SME trainers review questions and for the CE-ILSC Provisioner Retention Survey. The excel spreadsheets are in Appendix G and H. We reviewed every suggestion and comment after the consolidation and came up with criteria to categorize the comments. The criteria was: Any Branch Manager/trainer who provided a comment/s, not a suggestion/s, to any of the question responses, we concluded that they believe that the question with the comment/s need not be changed. During the review of the recommendations of the Managers/Provisioning SME trainers we analyzed the responses and came up with recommendations to incorporate or change in the final survey instrument. We will analyze the Managers/Provisioning SME trainers first and then their recommendations for the survey instrument.

B. SURVEY FEEDBACK ANALYSIS

After the target audience answered each question within the Supervisor Review, each individual respondent submitted their answers *only* to us via email. Once received, we analyzed and compared the respondents' answers side by side. The analysis was then organized by each question number, to show statistical observations and the final corrective decision based on the responses collected.

Question 1: Any respondent who provided a comment to question number 1, we concluded that, yes, they believed that the questions were clear and concise. Any respondent who provided a comment in question number 1, we concluded that, no, they did not believe that the questions were clear and concise.

Out of 16 respondents, 10 (63%) said yes, while 6 (38%) said no

The Managers/Provisioning SME trainers' suggestions will be analyzed within the Provisioner retention survey instrument Analysis. Even though 63% of the respondents stated that the questions were clear and concise, we reviewed the questions and modified some questions that were unclear or complicated.

Question 2: Any respondent who provided a comment to question number 2, we concluded that, yes, they believed that the phrasing of the questions were clear and unambiguous. Any respondent who provided a suggestion in question number 2, we

concluded that, no, they did not believe that the phrasing of the questions were clear and unambiguous.

Out of 16 respondents 11 (69%) said yes, 4 (25%) said no, and 1 (6.25%) did not completely answer the question.

Respondent number 16 said that, “the phrasing of the questions was clear,” but they did not answer the second half of the question; which asked if the phrasing of the questions were unambiguous. Since 25% of the respondents stated that the phrasing of the questions were unclear and ambiguous this led to the improvement of the survey instrument by changing, rephrasing, and restructuring sentences to enhance clarity and certainty.

Question 3: Any respondent who provided a comment to question number 3, we concluded that, yes, they believed that the questions in the survey were related to the research question of the Joint Applied Project (JAP). Any respondent who provided a suggestion in question number 3, we concluded that, no, they did not believe that the questions in the survey related to the research question of the Joint Applied Project (JAP).

Out of 16 respondents 10 (63%) said yes, 3 (19%) said no, 2 (13%) did not respond, and 1 (6.25%) was voided.

Respondent Number 6 did provide an answer to the question; however, even though their suggestion was good, their answer was not relevant to the question being asked. Their response was therefore voided.

Question 4: Any respondent who provided a comment in question number 4, we concluded that, yes, they believed that CE-ILSC will find this survey viable to distribute to 0301 series. Any respondent who provided a suggestion in question number 4, we concluded that, no, they did not believe that CE-ILSC will find this survey viable to distribute to 0301 series.

Out of 16 respondents 13 (81.25%) said yes, 2 (13%) said no, and 1 (6.25%) said maybe.

This question was the most crucial to the continued sponsorship of our Command. If Branch Managers and Provisioning SME trainers concluded that the Provisioner retention survey instrument was not viable to distribute to 0301 series, then it could have affected the final recommendation to our sponsors. Since 81.25% stated this survey instrument would be worthwhile to distribute to the command's ultimate target audience, which are the employees in the 0301 series, we will recommend the use and dissemination of the survey instrument to our command sponsor. This means that after the requirement for the JAP is complete, we will aid the command sponsor by distributing the survey instrument, analyzing the results and presenting the command with our recommendations on what they can change, continue, or improve, to retain more CP-17 series 0301 employees.

Question 5: Any respondent who provided a comment to question number 5, we concluded that, yes, they believed that the questions follow the headings that preceded it. Any respondent who provided a suggestion in question number 5, we concluded that, no, they did not believe that the questions were following the headings that preceded it.

Out of 16 respondents 15 (94%) said yes, while 3 (19%) said no.

The survey instrument was divided into different categories and called out by different headings to organize the 57 questions. The questions under each heading highlighted the different areas targeted by us to identify and receive results that will either support or not support the survey questions of the CP-17 series 0301 employees.

Question 6: Any respondent who provided a comment in question number 6, we concluded that, yes, they believed that they found it easy to access the survey via the medium it was delivered through. Any respondent who provided a suggestion in question number 6, we concluded that, no, they did not believe that they found it easy to access the survey via the medium it was delivered through.

Out of 16 respondents 14 (88%) said yes, while 2 (13%) said no.

These questions were delivered via email which most of the respondents found easy to access. We plan to recommend to the Command that if they wish to disseminate the improved Provisioner retention survey instrument that it be sent through an online service (e.g., SurveyMonkey) to ensure anonymity of the respondents. Ensuring anonymity of the respondents would allow the participants to be more open and honest with their responses since their answers would be untraceable.

Question 7: Any respondent who provided a comment to question number 7, we concluded that, yes, they believed that the survey was user-friendly. Any respondent who provided a suggestion in question number 7, we concluded that, no, they did not believe that the survey was user-friendly.

Out of 16 respondents 14 (88%) said yes, while 2 (13%) said no.

Some respondents suggested that it would be more user friendly if the survey was distributed online. We did not clarify to the Branch Managers/Provisioning SME trainers in the email that if the survey instrument was adopted and used by the command sponsor, the survey would be accessible online, making it more user friendly for the ultimate target audience—employees of the 0301 series.

Question 8: Any respondent who provided a comment to question number 8, we concluded that, yes, they believed that they found the instructions clear and understandable. Any respondent who provided a suggestion in question number 8, we concluded that, no, they did not believe that they found the instructions clear and understandable.

Out of 16 respondents 15 (93.8%) said yes, while 1 (6.25%) said no.

Since 93.8% identified the instructions as clear and understandable we concluded that the instructions sent to the Branch Managers/Provisioning SME trainers were clear enough for them to understand the intent of what we required them to do, which was review the Provisioner retention survey instrument and answer the ten Branch Managers/Provisioning SME trainers review questions sent to them via email.

Question 9: Any respondent who provided a suggestion to rephrase or change the wording within question number 9, we concluded that, yes, they believed that some questions within the survey should be discarded. Any respondent who provided no suggestion to rephrase or change the wording within question number 9, we concluded that, no, they did not believe that any questions within the survey should be discarded.

Out of 16 respondents 4 (25%) said yes, while 12 (75%) said no.

There were suggestions of deleting questions and answer choices within the questions. We accepted some suggestions, but discarded some because the rewording would have changed the connotation of the question. We did a more in-depth analysis under the Provisioner Retention Survey analysis.

Question 10: Any respondent who provided a suggestion to question number 10, we concluded that, yes, they did believe that additional questions should be added to the survey. Any respondent who provided a comment (e.g., none or N/A) in question number 10, we concluded that, no, they did not believe that any additional questions should be added to the survey.

Out of 16 respondents 7 (44%) said yes, while 9 (56.3%) said no.

Several suggestions and comments were made under this number, but the responses and analysis will be discussed under the Provisioner Retention Survey. To reduce repetition between the different analyses, we did a more detailed analysis under the Provisioner Retention Survey and highlighted detailed suggestions and comments provided by the respondents.

From the analysis of the responses supplied by Branch Managers/Provisioning SME trainers on the supervisor review questions, we noted that the questions must be reworded, separated or rephrased. The analysis showed that the questions were not as clear as we originally intended and some questions that the Branch Managers/Provisioning SME trainers were asked were double-barreled which could cause ambiguity within the questions asked. The analysis provided insight into ways we must change and format the supervisor review questions.

C. PROVISIONER RETENTION SURVEY INSTRUMENT

The Provisioner Retention Survey disseminated to the Target Audience contained 57 questions. Out of 30 respondents 16 (53.3%) sent responses to either change, remove, add, or leave the questions as they were. Out of 57 questions 34 (60%) remained unchanged while 40.4% had to be restructured or altered. Any Branch Manager/Provisioning SME trainer who provided a comment/s, without suggestions, in any of the question responses, we concluded that, yes, they believed that the question need not be changed.

All 16 respondents (100%) elected to leave these questions as they were:

- **Question 1**: When were you born?
- **Question 5**: I feel appreciated at work.
- **Question 7**: I have been rewarded for the Provisioning work that I have accomplished.
- **Question 8**: I have been recognized for the Provisioning work that I have accomplished.
- **Question 11**: Management took action after I expressed dissatisfaction with my current job as a Provisioner.
- **Question 12**: I feel complacent in my job as a Provisioner.
- **Question 13**: I have considered leaving my current job as a Provisioner.
- **Question 14**: I have expressed my consideration of leaving my current job as a Provisioner to my supervisor.
- **Question 15**: Management took action after I expressed my consideration of leaving my current job as a Provisioner.
- **Question 16**: Do you want to change your career path as a Provisioner?

- **Question 18**: Job security is a priority for me.
- **Question 19**: I work best when I can work individually.
- **Question 20**: I work best when I can work within a team.
- **Question 23**: I know what functional competencies are required for GS07 - GS11 Provisioning journeymen/women.
- **Question 25**: Were you counseled on the Provisioning functional competencies for GS05-GS11?
- **Question 32**: The Provisioning mentor assigned to me, helped me understand the functional duties within my career path.
- **Question 33**: The mentor assigned to me provided continual guidance on my individual career goals.
- **Question 34**: Are you aware of the Mentor program established within CE-ILSC?
- **Question 35**: Have you been assigned a mentor within the Mentor program established within CE-ILSC?
- **Question 36**: Did you rotate to any other branch or directorate during the period you were Provisioning intern?
- **Question 37**: The rotation added to my knowledge as a Provisioner.
- **Question 38**: The rotation helped me gain more experience in other functional fields other than Provisioning.
- **Question 39**: Rate your Provisioning Proficiency.
- **Question 40**: I have received initial Provisioning training.

- **Question 41**: I feel that the initial Provisioning training that I received as an intern prepared me for my current position.
- **Question 42**: Have you attended any Provisioning refresher courses in the last 3 years?
- **Question 46**: Have you participated in any of the Material Maintenance Management (CP-17) Competitive Professional Development (CPD) Program training options?
- **Question 47**: Do you know how to apply to any of the above training opportunities?
- **Question 48**: I consider my professional relationship with my current manager to be effective.
- **Question 49**: My supervisor provides guidance in my career advancement.
- **Question 50**: My supervisor supports my ideas.
- **Question 51**: My supervisor trusts me.
- **Question 52**: I trust my supervisor.
- **Question 53**: My supervisor empowers his or her employees.

Respondents identified the remaining questions as those that needed either changing, rephrasing, rewording, deleting, or adding to the question/responses. The suggestions made by the Branch Managers/Provisioner SME trainers, as well as the accepted and rejected change decisions made by us, the JAP team, are identified by the following questions listed.

Question 2: One respondent (6.25%) suggested that question 2 be changed from: “I like my job” to “I have job satisfaction.” During our analysis we decided not to change the original question because changing it to “I have job satisfaction” would change the connotation of the question. Having job satisfaction does not necessarily mean you like

your job. Using the word “like” allows a greater emotion to be tied to the question whereas using the word “satisfaction” only allows for a mediocre response.

Question 3: Four respondents (25%) suggested changing, rephrasing, deleting, combining, and/or adding more options to this question:

- “Change option ‘U’ ‘the excitement of creating a base for other functionalities to build on’ to ‘Excitement of creating the foundation for other business processes.’”

We did not change option “U” to the suggestion of the respondent because we did not agree with his/her analysis of the wording used.

- “Change option ‘HH’ from, ‘working hand in hand with different directorates and outside agencies to create new work’ to ‘Collaborating with different Directorates and outside agencies to start up new initiatives.’”

We approved the suggestion and option “HH” was reworded because the suggestion of the respondent made it more articulate than the previous wording of the question.

- “Reword ‘HH’ with no suggestion.”

We had already reworded option “HH” so this suggestion was voided.

- “Clarify or rephrase ‘DD’ with no suggestion.”

We rephrased option “DD” from “My work benefits everybody” to “The work that I do is important to my organization.” This change clarified the information that we were trying to convey, so we utilized the comment by the Branch Manager/ Provisioner SME trainers to make changes to the question.

- “Add a new question: ‘Being a lead Provisioner on the project I am assigned to.’”

This question was not added to the options because we added the option “other” for any responses the target audience would like to add if the response they would like to select was not listed as an option.

- “Options ‘V and W’ seem redundant.” - Option “V” is “Yearly pay raises” and option “W” is “Pay step increases.”

We deleted option “V” because we agreed with the Branch Manager/Provisioning SME Trainer that having both options was redundant, and we kept option “W” because government workers get locality pay and appropriate step increases.

- “Seems like a lot of choices.”—Reduce the number of choices or combine some of them.

The suggestion of the respondent was implemented and one option was deleted. We did not reduce the options by many because we wanted to give the target audience a wide variety of choices.

- “Add additional option of ‘amount of cash award.’”

This suggestion was too specific so it was not added as an additional option.

After review of these responses, we decided to include another change: Rephrased option “M” from “Mentorship” to “Being a mentor” because it gives more clarity to the optional response.

Question 4: One respondent (6.25%) suggested changing, deleting, and adding to this question.

- “Change option ‘A’ from ‘everyone expects me to know everything just because I am a Subject-matter Expert (SME)’ to ‘Expected to be an expert in all functional areas in addition to Provisioning expertise.’”

This suggestion was accepted and option “A” was reworded to “expected to be an expert in all functional areas in addition to Provisioning” because it brought more clarity to the response.

- “Change option ‘E’ to ‘Endless useless meetings’ (having a meeting about a meeting).”

Added “S” to the end of “meeting” within the phrase “Endless useless meetings.”

- “Add ‘S’ to option ‘E - after ‘meeting.’”

This suggestion was already completed in a previous suggestion so this suggestion was voided.

- “Change option ‘G’ from ‘Lack of communication between functionalities’ to ‘Lack of communication between the functional area experts.’”

This suggestion was accepted and we made the change because the Branch Managers/Provisioning SME trainer’s suggestions clarified the response and made it more specific to the ultimate target audience.

- “Delete options ‘J and K’ because insurance and cost of living allowance (COLA) are not position specific. It doesn’t appear to track as a job satisfaction element.”

Both options “J and K” were deleted because we agree that both insurance and COLA will be available where ever the respondent works in the organization so it will add no value to our JAP question.

- “‘J’ - why is it specifically health care benefits? It should be broader.”

Rephrase to “the cost of all benefits is not equitable to the benefits received”. This suggestion is no longer applicable because option “J” was deleted.

- “Change option ‘Q’ from ‘I am not being fully utilized as I should within my directorate’ to ‘I am not being fully utilized within my Directorate.’”

This was reworded for it to be grammatically correct.

- “‘Q’ - add ‘be’ after ‘should.’”

This suggestion has been rephrased in a previous suggestion so this suggestion was voided.

- “Change ‘don’t you like’ to ‘Dislike.’”

Question 4 states: “What don’t you like about your job? (Please select all that apply).” This question was changed to “What do you dislike about your job? (Please select all that apply)” because it gives the question clarity.

- “Seems like a lot of choices.”

Some options were deleted; options “J, K, I, and P.”

- “Add another option: ‘Supervisor does not engage enough.’”

This option was added to the response section but it was changed to “My supervisor does not engage enough” instead of the suggestion made by the respondent so it would follow the structure of the survey.

- “Recommend consolidating ‘C, G and I’ since they say the same thing.”

Deleted option “I,” “Lack of time management by other functional groups that impact my work” because it says the same thing as option “C” “Dependence on other SME jobs for my job completion and execution.” Option “G,” “Lack of Communication between the functionalities” was not deleted because it addresses a different aspect of the Provisioning interaction with other functionalities.

- “Recommend rephrase or consolidate ‘P and W.’” On review of both options we deleted option “P” “My current job will not lead me to a promotion because it is the same as option “W” “It is a dead end job, no promotion progression opportunities.”

Question 6: Three respondents (18.75%) suggested changes to this question.

- “What are the categories of the rewards and specify the difference between being rewarded and being recognized.”

We reviewed this recommendation and realized a question was missing from the survey. We had addressed rewards in question 6. “I like to be rewarded for the work that I do,” but we had no question that addressed the same sentiment for recognition. We added another question, “I like to be recognized for the work that I do” above question 8 which triggered a follow on question to be added, “I have been recognized for the Provisioning work that I have accomplished.”

Question 9: Four respondents (25%) suggested changing, rephrasing and deleting this question.

- “Delete option ‘I’ they don’t see this as ever being a reason for someone to leave.”

Option “I,” “Closer restaurants” was deleted because we agreed with the analysis of the respondent.

- “Address more categories of opportunities (LTT, STT, Matrix) add other categories like, long term training, short-term training, matrixed to the Program Managers Office and special projects.”

We added the respondents’ suggestion and more developmental opportunity options because we agreed with the analysis of the respondent. The added options, if offered within the organization, could incentivize an employee to stay.

- “Says within the organization, but do not ask about Provisioning field (and/or intent) Remain in ILSC?”

Question 9 was rephrased from “These things would incentivize me to stay within the organization” to “These things would incentivize me to stay as a Provisioner within CE-ILSC” because we agreed with the analysis of the respondent. The rephrased question will provide an insight and options on what CE-ILSC can do to incentivize CP-17 series 0301 to remain as Logistics Data Specialists.

- “Delete ‘F’ since it is already addressed in new telework policy.”

This option was not deleted because we disagree with the Branch Managers/Provisioning SME trainers' assessment of the question. The organization is allowing personnel to telework two days a week but some organizations can telework 4–5 days a week so we believe this option still interests the CP-17 series 0301.

- “Consolidate ‘B, G, and H’ into one option and recommend rephrasing that option to ‘Recognition’ (i.e., time off, appreciation and civilian service awards).”

The options were not changed because we disagree with the suggestion. The options should be separated to give the respondents a wider selection choice.

Question 10: One respondent (6.25%) asked, “If this is an automated survey, will it just bring you to question 12 if you answered No and for all the other go to question (If you answered ‘No,’ go to question # 12.).” The Survey will be disseminated online by SurveyMonkey. They have their own structure for skipping a question.

Questions 17: Two respondents (12.5%) suggested deleting responses “P” and “C or “O” and 3 respondents (18.75%) suggested changing “R,” “S,” “E and F” within this question.

- “Delete option ‘P’ ‘I commute too far, to and from work’ because travel would be the same no matter what position on APG.”

Deleted option “P” because we agreed with the analysis of the respondent.

- “Change ‘career path’ within question 17 to ‘Position.’”

Did not change the wording because the JAP addresses the Career Path of CP-17 series 0301 and it will have a domino effect on the entire JAP if changed.

- “Option ‘R’ is Bold.”

Changed response “R” because we agreed with the respondent’s analysis, it should be in the same format throughout the survey instrument.

- “Do you have to write in option for ‘S’- Other.”

A new option of “other” was added because we agreed with the analysis of the respondent because it will provide an option for the respondent to add a response not covered within the options provided.

- “Consolidation of ‘E and F.’”

Option “E,” “Management does not support me” and option “F,” “There is no appreciation from management” was not consolidated because management support and appreciation are different. Option “F” was rephrased to “Management does not appreciate me.”

- “Delete one choice, either ‘C or O’ imply same lack of enthusiasm.”

Option “O,” “I am not having fun” was deleted because we agreed with the analysis of the respondent.

Question 21: Three respondents (18.75%) suggested rewording, rephrasing and deleting “C” because they would have trouble answering the question.

- “Reword or change ‘C’ ‘Not be fun.’” Respondent gave no suggestion.
- “Seems like you only have 1 ‘Not’ kind of response, Not be fun.”
- “Maybe delete ‘C,’ would struggle when answering this question.”

Option “C,” “Not be fun” was deleted to prevent inconsistency in the wording and structure of the responses and to provide clarity in the question to the ultimate target audience.

Question 22: Two respondents (12.5%) suggested changing the question and correcting grammatical errors.

- “Rephrase question to say, ‘What are your preferred actions when given a new assignment.’”

The question originally said, “What do you prefer to do when given a new assignment? (Circle the one that applies)” so question 22 was rephrased because we

agreed with the analysis of the respondent and it would remove ambiguity within the question.

- “There is a space between ‘Question 22 and response choice a’ but everywhere else there is no space between the question or statement and choices.”

The space was deleted because we agreed with the analysis of the respondent and it enhanced the structure of the question.

- “Delete the mark at the end of ‘B.’”

Deleted the mark at the end of option “B” because we agreed with the analysis of the respondent.

- “Add a write in spot for ‘e’ – other.”

A new option of “other” was added because we agreed with the analysis of the respondent and it will provide an option for the ultimate target audience to add a response not covered within the options provided.

Question 24: One respondent (6.25%) suggested changing this question.

- “Change ‘C’ from ‘DEPOT’ to ‘Depot’ it should not be in CAPs.”

Changed option “C” because we agreed with the analysis of the respondent.

Question 26: One respondent (6.25%) suggested changing this question.

- “Write either ‘Core Competencies’ or ‘core competencies’, and they should be the same for all the questions that contain the wording.”

Changed “Core Competencies” because we agreed with the analysis of the respondent and it standardizes the format of the survey instrument.

- “There are a lot of spaces between the questions.”

Deleted the spaces because we agreed with the analysis of the respondent and it standardizes the format of the survey instrument.

Questions 27–30: One respondent (6.25%) suggested moving Questions 27–30 to a different section.

We reviewed the questions within this suggestion as a collective because they covered several numbers and we decided not to move the questions because they were under the correct heading. This suggestion was negated.

Question 31: One respondent (6.25%) suggested changing this question.

- “Within the question - Accepting a position as a 301/1101 (maybe they didn’t come in through the internship program?).”

The question was not changed because we assumed that the Provisioning demographic joined CE-ILSC via the intern program.

Question 43: One respondent (6.25%) suggested changing this question.

Changed option “D” from “Practical/Basic LMP” to “Practical-Basic LMP.” This change was made because the suggestion was the correct way of writing this option.

- “Option ‘G’ ‘Reviewing/Utilizing drawings.’”

We deleted “utilizing” option “G” because CP-17 series 0301 only review drawings. According to our research on how to structure questions, a good survey question only asks one question at a time to reduce ambiguity and bias within the survey results.

- “Change option ‘H’ from ‘Interpret a Family Tree’ to ‘Interpreting a Family Tree.’”

This change was made because it made the sentence more concise.

- “Delete ‘Reading’ in option ‘I’ ‘Reading/Interpreting a drawing package.’”

We deleted “Reading” in option “I” because CP-17 series 0301 interpret drawing packages. According to our research on how to structure questions, a good survey question asks one question only at a time to reduce ambiguity and bias within the survey results.

- “Change ‘chart’ in response ‘K’ to ‘Chart.’”

Changed option “K” because we agreed with the analysis of the respondent. We deleted Reading/developing and added interpreting because this made the sentence more succinct.

- “Change the ‘(DCNs in option ‘I’ to [DCNs]).’”

Added acronym “DCNs” because we agreed with the analysis of the respondent and it was changed to retain the structure of the survey instrument. We deleted reading and added interpreting for a clearer understanding of the question.

We decided to delete “reading” from option “M” and replace it with “interpreting” because CP-17 series 0301 interprets Engineer Data for Provisioning. We also corrected the meaning of the acronym “(EDFP)” from “Engineer Drawings for Provisioning” to “Engineering Data for Provisioning”

Question 44: The analysis of Question 43 is the same analysis for Question 44.

Question 45: One respondent (6.25%) suggested adding responses to this question.

- “Add ‘start of work meeting’ to the responses.”

This suggestion was declined and not added because it is not a Provisioning Core Competency.

Question 54: One respondent (6.25%) suggested changing this question.

- “Change question to ask, ‘What makes you feel valued?’”

Did not change because we disagreed with the respondent’s assessment of the question. The question identifies what is valued most by the employee and not what makes them feel valued.

- “Does not believe option ‘E’ ‘What do you value the most? (Circle only one)’ fits within the survey.”

Did not delete because it will provide generational insight into the Provisioning demographic.

Question 55: One respondent (6.25%) suggested changing this question.

- “Change ‘(Circle only three)’ to ‘List or rank order of preference’ then select the top three for analysis.”

We changed the format to a ranking response because we agreed with the analysis of the respondent. We know that CE-ILSC will want to know what CP-17 series 0301’s most vital core values in the workplace are to retain these employees in the future.

We changed and reworded options “B, G, K, and N” after revisiting the findings within the generational analysis. All the following edits were made to appeal more to the three generations (Generation Y, Generation X, and Baby Boomers) outlined in the generational analysis and to allow us to make solid generational recommendations. - Option “B” was changed from “Having balance” to “Having work-life balance”; Option “G” was changed from “being involved” to “Being independent”; Option “K” changed from “Patriotism” to “Optimism”; and Option “N” changed from “Family Focused” to “Civic duty.”

Question 56: Two respondents (12.5%) suggested changing this question.

- “Rephrase question from, ‘What describes your work ethic? (Circle only **Three phrases**)’ to say, ‘What best describes your work ethic?’”

Rephrased question because we agreed with the analysis of the respondent. The change brings clarity to the question.

- “Change ‘(Circle only Three Phrases)’ to ‘List or rank order of preference’ then select the top three for analysis.”

Changed the format to a ranking response because we agreed with the analysis of the respondent and CE-ILSC will want to know what best describes the employees work ethic.

We changed option “I” and deleted options “J and K” after revisiting the findings within the Generational Analysis. All the following edits were made to appeal more to the 3 generations (Generation Y, Generation X, and Baby Boomers) outlined in the Generational Analysis and to allow us to make solid Generational recommendations. - Option “I” was changed from “Respect of authority” to “Quality”; Options “J,” “company first” and “K,” “pay your dues” were deleted because they did not correlate with the work ethics of the three Generations within the analysis.

Question 57: Three respondents (18.75%) suggested changing, rephrasing, deleting and adding more options to this number.

- “Add ‘Time off awards’ to option ‘H,’ ‘Larger cash awards for yearly appraisals if I did a great job for that fiscal year,’ (some of my employees have not received monetary awards since they have been here. They have received time off awards because we know that the monetary awards can be low).”

Did not add the suggestion because anything that is not captured by the options listed can be added under option “V” which is other.

- “The header here is different than every other page (Please rank the responses in order of beneficial preference. Starting with 1 for the most essential reason for retaining you as a Provisioner).”

Statement is null because changes to headers were made in previous questions.

- “Change option ‘E’ from ‘Expand Provisioning base so it is not a dead end job’ to ‘Expand Provisioning base for future growth potential.’”

Changed option “E” because we agreed with the analysis of the respondent, it makes the question more concise.

- “Rework ‘H’ from ‘if I did a great job’ to ‘Level 1 rating.’”

Changed option “H” because we agreed with the analysis of the respondent, and it clarifies the response option.

- “Add more promotional opportunities but did not note what those promotional opportunities were.”

Made no changes because this suggestion is unclear.

Questions suggested as additions to the survey instrument: Five respondents (31.25%) suggested adding the additional questions.

- Add additional question, “Would you recommend the Provisioning career field to someone else?”

This question was added because the response will solidify the respondent’s position on whether they like their job or not. It is now question “5” in the updated Provisioner Retention Survey.

- “Were you given a coach when you started working in your branch?” and “Was there any concern about the coach that was assigned to you when you started working in your branch?”

Did not add the coaching questions because there are several kinds of mentoring; mentoring once the employee begins a new job and mentors for managing your career so the suggestion on coaching is irrelevant (Lamm & Harder, 2015).

- “How long have you been performing actual Provisioning work?”

This may provide additional information to be utilized in understanding and assessing the responses. This suggested question was not added because it has no impact or benefit on our JAP survey question.

- “What stage of the equipment life cycles have you supported?”

This may show and clarify the frustration level due to not being unable to provide accurate Provisioning support. This suggestion was addressed in question 31 and 32 of the survey instrument so it was not added.

- “Are you experiencing issues due to other Services not following the same requirements regulations?” Sometimes other Services don’t following Army’s

cataloging and Provisioning regulations (lack of uniformity) and CECOM Provisioners have their hands tied. Stronger interactive relationships (up front and often) between all Services may be helpful in support equipment for our Soldiers/ Under the Management and Employee Relationship section.”

This is an issue, but no relevance to the JAP question, so this question was not added

- “Did you ask for career guidance from your supervisor?” and “If you did ask, did your supervisor assist you?” “Add a question on the relationship between the employee and the senior rater.”

This question was already asked in question 51 so this suggested addition is null.

- “Add a question on the employees’ opinion on how selections for promotions are being handled by the selection panel.”

This suggestion has no correlation to findings for the JAP question.

- “TITLE- MENTORING- Look at mentoring versus coaching - when someone comes to my branch I assign a senior Provisioner to teach the new intern or employee their job, that is not mentoring and then another person may be assigned to advise them on their career path and help with course selection for their career.”

This suggestion has already been addressed so this is null.

- “Header- Do we go by CE or just CECOM ILSC do not change to CECOM ILSC.”

The acronym was spelled out initially so acronyms are allowed within the survey.

V. CONCLUSION AND RECOMMENDATION

A. CONCLUSION

The purpose of this research was to create a survey instrument. The Communications-Electronic Integrated Logistics Support Center (CE-ILSC) would eventually use this instrument to discover why they have a low retention of CP-17 series 0301 Logistics Data Specialists. The survey analysis could let them know what they can do to keep the CP-17 Series 0301 employees. CE-ILSC sponsored this project with the intention that after the survey instrument was created and validated by Branch Managers/Provisioning SME trainers, it would be presented to the Senior Executive Service Officer in charge of CE-ILSC who will review it and then disseminated to the CP-17 series 0301 through an Internet survey site, which will ensure anonymity for the employees.

We conducted research on the different training programs provided to CP-17 series 0301 before and after 2008. We highlighted within this research that each intern was not supplied with the same training, nor held to the same mandatory training requirements. The difference between intern training programs, training opportunities and given requirements could be a factor that led employees feeling incompetent, lost, and/or complacent. So we incorporated training exposure questions in the survey instrument.

The generational differences among the CP-17 0301 series employed by CE-ILSC could affect the low retention rates, so it was employed as a key factor within the survey instrument to identify any correlation between the two. With 3 generations of employees (Generation Y, Generation X, and Baby Boomers) working under the CP-17 series 0301 in CE-ILSC, each generation should be treated differently according to their workplace preferences and motivational drivers. The “Generational Differences Chart” was utilized in our research and development of the survey instrument to correlate the generational differences within the workplace and the lack of accommodations for each generation to the low retention rate.

The research into Generations Y, X and Baby Boomers highlighted the various differences between them and these variances could cause conflict within the workplace. When CE-ILSC distributes the questionnaire to the employees of series 0301 it will identify the core concerns that are causing dissatisfaction and low retention rate within this functional series, e.g., lack of promotion opportunities. The survey analysis identified lack of promotion opportunities. One suggestion to resolve the issue would be: changing the CE-ILSC organizational structure. CE-ILSC has the power to change its organizational structure from a weapons system concept to a functional team concept. The disseminated survey will verify this suggestion.

The analysis of the data derived from the JAP questionnaire disseminated to the Provisioners, series 0301, will help CE-ILSC recognize and understand the diversity of generations as the key to bridging the gap between the different age groups, creating cohesive work, learning environments, and manifesting happiness in individual lives; that is based on generational preferences. If CE-ILSC acknowledges the differences among the generations, this knowledge can increase work satisfaction and retain employees based on their professional and personal needs and wants.

Through the comprehensive survey data analysis, we identified the questions and questionnaire format that will help foster unbiased respondent answers. After the data analysis, we made 23 changes to the survey instrument. We updated and adjusted the survey instrument to make sure it was reliable and unbiased. The responses CE-ILSC will receive from their target audience will help them find out why they have a high turnover among CP-17 series 0301. CE-ILSC will find out whether the high turnover rate is because of lack of; training, identification of core competencies, mentorship, management support, or something more personal that affects the employee's core values or generational attributes. After making the decided changes, rephrasing, deletions, and additions suggested by the Branch Managers and Provisioning SME trainers, we agreed that an effective survey instrument had been composed. This survey instrument will gather, find out, and display the possible reasons behind the high turnover rates.

Once the survey instrument identifies the possible reasons for the low retention rates, then CE-ILSC can introduce resolutions to combat the problem.

B. RECOMMENDATION

We started this research project because we identified a problem within the CE-ILSC. This problem was the high turnover rates within the CP-17 series 0301 employees in CE-ILSC. We needed to find the cause-and-effect of this problem, and what CE-ILSC could do to increase the retention rate. CE-ILSC's support stressed the importance of this research because of their interest in discovering what organizational changes they could make to increase the retention rate. We decided the best way to discover a solution to this problem was to create a survey instrument. This instrument will ask that respondents answer questions that will help identify the root causes of the high turnover. Our theory was the multigenerational groups (Generation Y, Generation X, and Baby Boomers) employed under CP-17 series 0301 were not satisfied with their job. This led to the low retention rate. We did not pinpoint specific dissatisfactions that fell under an employee being "dissatisfied," but that was what the survey instrument would do.

We recommend that CE-ILSC, administer the completed Provisioner retention survey instrument (Appendix D) to the CP-17 series 0301 employees left within the command. This will identify the causes behind high turnover rates among the 0301 job-series—Logistics Data Specialist (LDS). We recommend that the final Provisioner retention survey instrument be presented to the Senior Executive Service Officer in charge of CE-ILSC for review. This survey instrument has been submitted through the necessary stages of test and development and is prepared to be disseminated to the CP-17 series 0301 through an internet survey site which will ensure anonymity for the employees (e.g., via SurveyMonkey). Once the survey instrument is disseminated, the results from the 0301 series will give the command notions of how they can implement procedures and introduce incentives that will increase/improve the retention rate.

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APPENDIX A. DCPDS REPORT

We obtained this document from the human resources department in CE-ILSC. It is an internal document.

DCPDS Report: Provisioners (GS-05, GS-07)										
Org Struc Code	Employee Full name	To Occ Code	To Grade Or Level	Effective Date	changed series	left CECOM	DECEASED	FIRE	LEFT Federal Govt.	Associated birth year/ Generation Category
RCFA		1101	05	1/6/2008						1965-1980 Generation X
RCCA		1101	05	3/2/2008		X				
RBA		1101	07	3/2/2008	X					1981-2000 Generation Y (Millennial)
RDEA		1101	07	3/2/2008						1946-1964 Baby Boomer
RCFC		1101	07	3/30/2008		X				1965-1980 Generation X
BD21		1101	07	5/25/2008		X				
RBEA		1101	07	5/27/2008		X				1981-2000 Generation Y (Millennial)
RCEA		1101	07	5/27/2008	X					1965-1980 Generation X
REA		1101	05	5/27/2008		X				1965-1980 Generation X
RDCC		1101	07	5/27/2008						1981-2000 Generation Y (Millennial)
RDED		1101	07	5/27/2008						1965-1980 Generation X
RCFC		1101	07	5/27/2008						1946-1964 Baby Boomer
RDDD		1101	07	5/27/2008		X				1981-2000 Generation Y (Millennial)
RED		1101	07	5/27/2008						1946-1964 Baby Boomer
RCFB		1101	07	5/27/2008						1946-1964 Baby Boomer
RCDA		1101	05	5/27/2008	X					1981-2000 Generation Y (Millennial)
RBDA		1101	05	5/27/2008	X					1981-2000 Generation Y (Millennial)
RDDC		1101	07	5/27/2008						1965-1980 Generation X
RCFA		1101	07	5/27/2008						1965-1980 Generation X
RFJ		1101	07	5/27/2008	X					1965-1980 Generation X
RDED		1101	07	5/27/2008	X					1981-2000 Generation Y (Millennial)
RCCA		1101	05	5/27/2008						1965-1980 Generation X
RDCB		1101	07	5/27/2008						1965-1980 Generation X
RBFA		1101	07	5/27/2008		X				1965-1980 Generation X
RBDC		1101	07	5/30/2008						1981-2000 Generation Y (Millennial)
RCGB		1101	07	5/30/2008		X				1981-2000 Generation Y (Millennial)
RBCA		1101	07	5/30/2008						1981-2000 Generation Y (Millennial)
RBFA		1101	07	6/8/2008		X				
RBFA		1101	05	6/8/2008		X				
RBEA		1101	05	6/8/2008		X				1981-2000 Generation Y (Millennial)
RDEB		1101	05	6/8/2008					X	1981-2000 Generation Y (Millennial)
RBEC		1101	05	6/8/2008		X				1965-1980 Generation X
RDED		1101	07	6/8/2008		X				
RCFB		1101	07	6/8/2008					X	1965-1980 Generation X
RDB		1101	05	6/8/2008		X				1965-1980 Generation X
RBCB		1101	07	6/8/2008						1981-2000 Generation Y (Millennial)
RDCA		1101	05	6/8/2008						1965-1980 Generation X
RBDA		1101	07	6/8/2008	X					1981-2000 Generation Y (Millennial)
RDDC		1101	07	6/8/2008					X	1965-1980 Generation X
RBDB		1101	07	6/8/2008						1981-2000 Generation Y (Millennial)
RBCB		1101	05	6/8/2008		X				1981-2000 Generation Y (Millennial)
RDCC		1101	07	6/8/2008		X				1965-1980 Generation X
RBCA		1101	07	6/8/2008		X				1965-1980 Generation X
REFA		1101	05	6/8/2008					X	1981-2000 Generation Y (Millennial)
RBFB		1101	07	7/6/2008						1965-1980 Generation X

RGBC	1101	07	8/6/2008		X				1981-2000	Generation Y (Millennial)
RCCC	1101	05	8/7/2008	X					1981-2000	Generation Y (Millennial)
Rddb	1101	05	8/7/2008		X					
RDED	1101	07	8/17/2008		X				1965-1980	Generation X
RCEB	1101	07	8/17/2008						1965-1980	Generation X
REEE	1101	05	8/17/2008		X				1981-2000	Generation Y (Millennial)
REDB	1101	07	8/17/2008		X				1981-2000	Generation Y (Millennial)
REAB	1101	07	8/31/2008		X				1965-1980	Generation X
RFJ	1101	07	9/14/2008	X						
RDDC	1101	05	9/28/2008	X					1965-1980	Generation X
RBEB	1101	07	10/26/2008						1981-2000	Generation Y (Millennial)
RBCB	1101	07	10/26/2008						1965-1980	Generation X
RDED	1101	07	10/26/2008	X					1981-2000	Generation Y (Millennial)
RFJ	1101	07	10/26/2008	X					1965-1980	Generation X
REA	1101	07	10/26/2008	X					1965-1980	Generation X
REA	1101	07	10/26/2008	X					1965-1980	Generation X
RCGA	1101	07	10/26/2008						1946-1964	Baby Boomer
RCFA	1101	07	10/26/2008	X					1965-1980	Generation X
RDDA	1101	07	10/26/2008		X				1965-1980	Generation X
REA	1101	07	10/26/2008						1981-2000	Generation Y (Millennial)
RCFB	1101	05	4/26/2009	X					1981-2000	Generation Y (Millennial)
RBEA	1101	07	6/7/2009		X				1981-2000	Generation Y (Millennial)
RBFA	1101	05	7/5/2009	X					1981-2000	Generation Y (Millennial)
RED	1101	07	9/27/2009	X					1946-1964	Baby Boomer
RCD	1101	07	9/28/2009						1946-1964	Baby Boomer
RBEB	1101	07	9/28/2009						1965-1980	Generation X
RCD	1101	07	9/28/2009		X				1981-2000	Generation Y (Millennial)
REE	1101	07	9/28/2009	X					1981-2000	Generation Y (Millennial)
RGDB	1101	07	9/28/2009			X			1981-2000	Generation Y (Millennial)
RGBC	1101	07	9/28/2009		X				1981-2000	Generation Y (Millennial)
RBCC	1101	07	9/28/2009		X				1965-1980	Generation X
RCD	1101	07	9/28/2009	X					1965-1980	Generation X
RFJ	1101	07	9/28/2009	X					1981-2000	Generation Y (Millennial)
RBCC	1101	07	9/28/2009	X					1965-1980	Generation X
K5R0LB0	1101	07	12/20/2009		X				1965-1980	Generation X
Rddb	1101	07	2/14/2010	X						
BD51	1101	07	2/14/2010		X				1946-1964	Baby Boomer
RDE	1101	07	3/14/2010						1981-2000	Generation Y (Millennial)
REE	1101	07	3/19/2010		X					
RCCA	1101	07	6/6/2010						1981-2000	Generation Y (Millennial)
REA	1101	07	6/20/2010	X					1981-2000	Generation Y (Millennial)
RDC	1101	07	7/4/2010		X				1981-2000	Generation Y (Millennial)
RGBC	1101	07	7/4/2010		X				1981-2000	Generation Y (Millennial)
RBFA	1101	07	7/4/2010		X					
RCD	1101	07	7/4/2010		X				1981-2000	Generation Y (Millennial)
562005	1101	05	7/18/2010		X				1981-2000	Generation Y (Millennial)
RCD	1101	07	8/1/2010						1981-2000	Generation Y (Millennial)

RKA		1101	07	8/16/2010						1981-2000 Generation Y (Millennial)
RDB		1101	07	8/16/2010						1981-2000 Generation Y (Millennial)
RCB		1101	07	8/16/2010			X			1946-1964 Baby Boomer
RCB		1101	07	8/16/2010	X					1965-1980 Generation X
RCB		1101	07	8/16/2010		X				1965-1980 Generation X
RBB		1101	07	8/16/2010	X					1981-2000 Generation Y (Millennial)
RCB		1101	07	8/16/2010						1981-2000 Generation Y (Millennial)
RDB		1101	07	8/16/2010		X				1965-1980 Generation X
RBB		1101	07	8/16/2010		X				1965-1980 Generation X
RKA		1101	07	8/16/2010		X				
RDB		1101	07	8/16/2010						1981-2000 Generation Y (Millennial)
RDB		1101	07	8/16/2010	X					1981-2000 Generation Y (Millennial)
RKA		1101	07	8/16/2010						1946-1964 Baby Boomer
RKA		1101	07	8/16/2010	X					1981-2000 Generation Y (Millennial)
RDB		1101	07	8/16/2010	X					1981-2000 Generation Y (Millennial)
RKA		1101	07	8/16/2010		X				1981-2000 Generation Y (Millennial)
RDB		1101	07	8/16/2010	X					1946-1964 Baby Boomer
RKA		1101	07	8/16/2010						1981-2000 Generation Y (Millennial)
RCB		1101	07	8/16/2010						1965-1980 Generation X
RBB		1101	07	8/16/2010		X				1981-2000 Generation Y (Millennial)
RKA		1101	07	8/16/2010		X				1981-2000 Generation Y (Millennial)
RCB		1101	07	8/16/2010	X					1981-2000 Generation Y (Millennial)
BD51		1101	07	9/12/2010		X				1946-1964 Baby Boomer
RDB		1101	07	9/13/2010	X					1981-2000 Generation Y (Millennial)
RDB		1101	07	9/13/2010	X					1981-2000 Generation Y (Millennial)
RCB		1101	07	9/27/2010		X				1946-1964 Baby Boomer
RBB		1101	07	9/27/2010		X				1965-1980 Generation X
RBD		1101	07	10/10/2010		X				1981-2000 Generation Y (Millennial)
RDB		1101	05	11/8/2010		X				1981-2000 Generation Y (Millennial)
RDB		1101	05	11/8/2010						1965-1980 Generation X
RDB		1101	05	11/8/2010	X					1946-1964 Baby Boomer
RCB		1101	07	11/8/2010						1981-2000 Generation Y (Millennial)
RBB		1101	05	11/8/2010						1981-2000 Generation Y (Millennial)
REG		1101	05	11/8/2010	X					1965-1980 Generation X
RCB		1101	05	11/8/2010		X				1965-1980 Generation X
RCB		1101	05	11/8/2010				X		1981-2000 Generation Y (Millennial)
RBB		1101	05	11/8/2010						1965-1980 Generation X
RBB		1101	05	11/8/2010	X					1981-2000 Generation Y (Millennial)
RKA		1101	05	11/8/2010		X				1981-2000 Generation Y (Millennial)
RDB		1101	05	11/8/2010				X		1965-1980 Generation X
REG		1101	05	1/18/2011	X					1981-2000 Generation Y (Millennial)
RCB		1101	05	1/18/2011		X				1965-1980 Generation X
RDB		1101	05	1/18/2011		X				1981-2000 Generation Y (Millennial)
RBB		1101	05	1/18/2011	X					1981-2000 Generation Y (Millennial)
RKA		1101	05	1/18/2011	X					1965-1980 Generation X
RCB		1101	05	1/18/2011	X					1965-1980 Generation X
RBB		1101	05	1/18/2011		X				1981-2000 Generation Y (Millennial)
RDB		1101	05	1/18/2011		X				1981-2000 Generation Y (Millennial)
RCB		1101	05	1/18/2011						1981-2000 Generation Y (Millennial)
RKA		1101	07	1/18/2011				X		1946-1964 Baby Boomer
REG		1101	05	1/18/2011						1981-2000 Generation Y (Millennial)
RKA		1101	05	1/18/2011				X		1981-2000 Generation Y (Millennial)
REG		1101	05	1/18/2011	X					1946-1964 Baby Boomer
RDB		1101	05	1/18/2011		X				1981-2000 Generation Y (Millennial)
REEC		1101	07	2/13/2011		X				1981-2000 Generation Y (Millennial)
RCD		1101	07	2/13/2011				X		1981-2000 Generation Y (Millennial)
RCD		1101	07	2/27/2011	X					1981-2000 Generation Y (Millennial)
RKA		1101	05	3/1/2011				X		1981-2000 Generation Y (Millennial)
RKA		1101	07	3/1/2011		X				1946-1964 Baby Boomer
RECA		1101	07	3/13/2011						1981-2000 Generation Y (Millennial)
ACCA		1101	05	6/19/2011		X				1946-1964 Baby Boomer
RBD		1101	07	7/17/2011		X				1981-2000 Generation Y (Millennial)
REED		1101	05	7/17/2011	X					1981-2000 Generation Y (Millennial)
RBB		1101	07	8/28/2011		X				1965-1980 Generation X
RCB		1101	07	9/11/2011				X		1946-1964 Baby Boomer
RDE		1101	05	10/23/2011	X					1981-2000 Generation Y (Millennial)
RDB		1101	07	6/18/2012						1981-2000 Generation Y (Millennial)
RGA		1101	05	2/22/2015						1981-2000 Generation Y (Millennial)

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APPENDIX B. INTERN PROGRAM INSTRUCTOR'S GUIDE

This guide is a Communications-Electronics Integrated Logistics Support Center (CE-ILSC) internal document.

LRC Logistic Data Specialist Intern Program Instructor's Guide.doc



LRC Logistic Data Specialist Intern Program

Instructor's Guide

Latest Revision: January 2012
Business Area: LEO LS&S Item Introduction

1.0 Background

The primary goals of the LRC Intern Program are to (1) provide an opportunity for employees to bridge the gap between moving from an assistant/technician type position to a full performance position and (2) provide the LRC organization with employees to fill specific functional journeyman positions. Local Logistic Data Specialist interns actively participate in the program's mandatory training, on-the-job training, developmental assignments and any other training deemed necessary by the supervisor and/or Army Career Program Manager (ACPM.) Promotions and graduation from the program are based on successful completion of program requirements.

The Career Management Team, LRC HQ, administers the LRC Local Career Intern Program. The Intern Program Coordinator is the intern representative on this team. Throughout the program, the Intern Program Coordinator will provide advice, answer specific questions and maintain accountability of individual progress to insure all mandatory training and administrative requirements are completed. The team will coordinate with each Directorate Business Office for reporting dates, identification of supervisor, identification of sponsor and effective dates of promotions, developmental assignments and job evaluations.

The initial phase of the local intern program is devoted to a seven week, full time classroom training period. The first six weeks the interns receive detailed training in key aspects of the LRC's Logistic Data Specialist business processes, and the execution of these business processes in the LMP environment. The purpose of this training guide is to provide instructors with a comprehensive resource to aid in the planning and execution of the classroom training phase of intern training.

APPENDIX C. JAP TEAM'S LIST OF ASSUMPTIONS

Assumptions to High Turn-Over Rates: (1101/0301 Employees):

1. Underappreciated- Not being recognized
2. Not being promoted-not enough opportunities
 - a. Do you know about the different leadership, developmental and education opportunities available? NPS? DACM?
 - b. Suggestion: They need to add more opportunities that apply to GS 11s; not just GS12s, GS13s and managers
3. Feeling complacent within the Provisioning job series
4. Bored
5. Don't like the job
6. Location of job
7. The far commute
8. Prefer to do something else
9. Want to make more money
10. Want to work outside the government—is job security a priority?
11. Have been mistreated
12. Does not like the branch/division they are working for
13. Did not receive sufficient training and exposure to be proficient at their job
14. Feel lost because they were not properly mentored on Provisioning career path expectations or guided to obtain individual career goals Feels micromanaged
15. Does do not feel that they have an effective professional relationship with their manager (supervisor)
16. Provisioning is not fun
17. Other (Questions that are not derived from the above assumptions)

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APPENDIX D. FINAL CE-ILSC PROVISIONER RETENTION SURVEY

CE-ILSC Provisioner Retention Survey

This Questionnaire will be used to identify the causes behind high turnover rates among the 0301 job series: Logistics Data Specialist (LDS) within the Communications Electronic Integrated Logistics Support Center (CE-ILSC).

DEMOGRAPHIC

1. When were you born? (Circle the correlated year group that applies to you)
 - a. 1946-1964 (Baby Boomer)
 - b. 1965-1976 (Generation X)
 - c. 1977-1995 (Generation Y)
 - d. 1996 and later (Generation Z)

ENVIRONMENT

(If you choose "other" in any of the below questions, please type in your selected choice)

2. I like my job.
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Most of the time
 - e. Always
3. What do you like about your job? (Please select all that apply)

<ol style="list-style-type: none">a. My Coworkersb. My Peersc. My bossd. Organization Leadershipe. Technical aspectsf. External training (other DoD training)g. On-the-Job Trainingh. Flexibility of working hoursi. Telework opportunityj. Pensionk. Opportunities for promotion	<ol style="list-style-type: none">l. Opportunities for furthering educationm. Being a mentorn. Job securityo. Service to the War-Fighterp. Working with the Program Managerq. Working on new systemsr. Working on legacy systemss. Working in the acquisition fieldt. I enjoy being a Provisioner
---	---

- u. The excitement of creating a base for other functionalities to build on
- v. Pay Step Increases
- w. Yearly Appraisal bonus
- x. Cash bonuses
- y. Time award bonuses
- z. Job Rotations
- aa. Educational Scholarships
- bb. Public Recognition of a job well done

- cc. The work that I do is important to my organization
- dd. Work Independence
- ee. Trust by my boss
- ff. Empowering other Provisioners with my Provisioning knowledge
- gg. Collaborating with different directorates and outside agencies to start up new initiatives
- hh. Other _____

4. What do you dislike about your job? (Please select all that apply)

- | | |
|---|--|
| a. Expected to be an expert in all functional areas in addition to Provisioning | l. I do not like the location of the base |
| b. Doing other people's jobs | m. It is boring |
| c. Dependence on other SME jobs for my job completion and execution | n. I am not being fully utilized within my directorate |
| d. I am not working in the series I was hired for, but I still retain the Provisioning job series | o. The intense Provisioning workload due to lack of Provisioners |
| e. Endless useless meetings (having a meeting about a meeting) | p. Micro managing supervisors |
| f. Job can be tedious | q. Too much down time |
| g. Lack of communication between the functional area experts | r. No deep Provisioning knowledge base |
| h. Too much bureaucracy | s. Co-workers claiming my work as their own accomplishment |
| i. My supervisor does not engage enough | t. It is a dead end job, no promotion progression opportunities |
| j. Not being recognized for hard work like others | u. The PM disregarding initial provisioning requirements input |
| k. It is not fun! | v. No career path counseling before and after promotions |
| | w. Other _____ |

5. Would you recommend the Provisioning Career Field to someone else?

- a. Yes
- b. No

6. I feel appreciated at work.

- a. Strongly Disagree
 - b. Disagree
 - c. Some What
 - d. Agree
 - e. Strongly Agree
7. I like to be rewarded for the work that I do.
- a. Yes
 - b. No
8. I have been rewarded for the Provisioning work that I have accomplished.
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
9. I like to be recognized for the work that I do.
- a. Yes
 - b. No
10. I have been recognized for the Provisioning work that I have accomplished.
- a. Never
 - b. Rarely
 - c. Sometimes
 - d. Often
 - e. Always
11. These things would incentivize me to stay as a Provisioner within the organization: (Circle the ones that apply)
- a. Job promotions
 - b. Time-off Awards
 - c. Paid Overtime
 - d. Free Organizational Parties
 - e. Monetary Awards
 - f. Additional Telework Days
 - g. Public Recognition
 - h. Certificate Award of Appreciation
 - i. Free Transportation Around Base
 - j. Additional available Parking
 - k. Increased availability for Aberdeen Proving Ground Child Day Care
 - l. More developmental opportunities: Long Term Training (LTT)
 - m. More developmental opportunities: Short Term Training (STT)
 - n. More developmental opportunities: Matrix positions

o. More developmental opportunities: Special Projects

p. Other _____

12. I have expressed dissatisfaction with my current job as a Provisioner to my supervisor.
- a. Yes
 - b. No

If you answered "No," go to question # 14.

13. Management took action after I expressed dissatisfaction with my current job as a Provisioner.
- a. Yes
 - b. No

14. I feel complacent in my job as a Provisioner.
- a. Yes
 - b. No

15. I have considered leaving my current job as a Provisioner.
- a. Yes
 - b. No

If you answered "No," go to question # 18.

16. I have expressed my consideration of leaving my current job as a Provisioner to my supervisor.
- a. Yes
 - b. No

If you answered "No," go to question # 18

17. Management took action after I expressed my consideration of leaving my current job as a Provisioner.
- a. Yes
 - b. No

18. Do you want to change your career path as a Provisioner?
- a. Yes
 - b. No

If you answered "No," go to question #20

19. I want to change my career path as a Provisioner because... (Circle all that apply)
- a. There is no clear career path beyond GS12
 - b. There are fewer promotional opportunities in this functional area
 - c. I am bored with my job
 - d. I am not learning
 - e. Management does not support me
 - f. Management does not appreciate me
 - g. I feel underappreciated within my team
 - h. There is not enough training
 - i. I do not like my co-workers

- j. I do not like my management
 - k. I do not like the location of my job
 - l. I want to make more money
 - m. I do not want to be a Provisioner
 - n. I no longer wish to work for the government
 - o. I feel discriminated against because I am a Provisioner
 - p. I feel that I will advance further in my career in a different job series
 - q. Other _____
20. Job security is a priority for me.
- a. Yes
 - b. No
21. I work best when I can work individually.
- a. Yes
 - b. No
22. I work best when I can work within a team.
- a. Yes
 - b. No
23. What is your preferred work atmosphere? Circle one answer
- a. Be conservative
 - b. Be Flexible
 - c. Be fun
 - d. Be engaging
 - e. Be rewarding
 - f. Be informal
 - g. Be team oriented
 - h. Be interactive
 - i. Other _____
24. What are your preferred actions when given a new assignment? (Circle the one that applies)
- a. Receive little to no instructions and figure it out by myself.
 - b. Know why it matters, how it fits into the big picture, and what impacts it will have on whom, before I start it.
 - c. Receive rationale for the work I am doing and the value that it will add once I am complete.
 - d. I don't know
 - e. Other _____

PROVISIONING CORE COMPETENCIES

25. I know what functional competencies are required for GS07 - GS11 Provisioning journeymen/women.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

If you answered “Strongly disagree” or “Disagree,” go to question # 27

26. Here is a list of Core Competencies, please circle the ones that are part of the Provisioning functional competencies:

- a. Configuration Management
- b. Integrated Logistics Support
- c. Depot Maintenance
- d. Reliability Analysis
- e. Maintainability Analysis
- f. Supportability Analysis
- g. Logistics Design
- h. Product Support & Sustainment
- i. Technical & Product Data Management

27. Were you counseled on the Provisioning functional competencies for GS05-GS11?

- a. Yes
- b. No

28. Were you counseled regarding Provisioning Core Competencies required for advancement beyond a GS11 position?

- a. Yes
- b. No

29. Are you the Provisioning lead assigned to a system?

- a. Yes
- b. No

30. Are you assisting a Provisioning lead on their assigned system?

- a. Yes
- b. No

31. I have worked on a new acquisition system.

- a. Yes
- b. No

32. I have worked on a system that was in the sustainment phase.

- a. Yes

- b. No

MENTORING

33. Was a Provisioner assigned to you as a mentor on joining the intern program?

- a. Yes
- b. No

If you answered "No," go to question # 36

34. The Provisioning mentor assigned to me, helped me understand the functional duties within my career path.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

35. The mentor assigned to me provided continual guidance on my individual career goals.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

36. Are you aware of the Mentor program established within CE-ILSC?

- a. Yes
- b. No

If you answered "No," go to question # 38

37. Have you been assigned a mentor within the Mentor program established within CE-ILSC?

- a. Yes
- b. No

TRAINING

(If you choose "other" in any of the below questions, please type in your selected choice)

38. Did you rotate to any other branch or directorate during the period you were a Provisioning intern?

- a. Yes
- b. No

If you answered "No," go to question # 41

39. The rotation added to my knowledge as a Provisioner.

- a. Strongly Disagree
- b. Disagree
- c. Some What

- d. Agree
- e. Strongly Agree

40. The rotation helped me gain more experience in other functional fields other than Provisioning.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

41. Rate your Provisioning Proficiency.

- a. Novice
- b. Less than adequate
- c. Adequate
- d. More than adequate
- e. Expert

42. I have received initial Provisioning training.

- a. Yes
- b. No

If you answered "No," go to question # 44

43. I feel that the initial Provisioning training that I received as an intern prepared me for my current position.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

44. Have you attended any Provisioning refresher courses in the last 5 years?

- a. Yes
- b. No

If you answered "No," go to question # 46

45. Have you attended any Provisioning refresher courses (outside of initial training), in the last 5 years, that taught you any of the below topics? (Circle any that apply)

- a. Provisioning Parts List (PPL)
- b. Logistics Modernization Program (LMP) - staging area
- c. LMP- After the Staging Area
- d. Practical-Basic LMP
- e. Repair Parts & Special Tools List (RPSTL)
- f. Configuration Management
- g. Reviewing drawings

- h. Interpreting a Family Tree
- i. Interpreting a drawing package
- j. Logistics initial conference
- k. Interpreting Maintenance Allocation Chart (MAC)
- l. Interpreting Design Change Notices (DCNs)
- m. Interpreting Engineering Data for Provisioning (EDFP)
- n. Other _____

46. Please rank the below refresher Provisioning training courses in order of beneficial preference (starting with 1 for the most beneficial refresher course):

- a. _____ Provisioning Parts List (PPL)
- b. _____ Logistics Modernization Program (LMP) - staging area
- c. _____ LMP- After the Staging Area
- d. _____ Practical-Basic LMP
- e. _____ Repair Parts & Special Tools List (RPSTL)
- f. _____ Configuration Management
- g. _____ Reviewing drawings
- h. _____ Interpreting a Family Tree
- i. _____ Interpreting a drawing package
- j. _____ Logistics initial conference
- k. _____ Interpreting Maintenance Allocation Chart (MAC)
- l. _____ Interpreting Design Change Notices (DCNs)
- m. _____ Interpreting Engineering Data for Provisioning (EDFP)
- n. _____ Other: _____

47. Have you attended any of the below events? (Circle any that apply)

- a. Provisioning Conference
- b. In-process Reviews
- c. Guidance Conference
- d. MAC Review
- e. Physical Configuration Audit (PCA)
- f. Configuration Management Review

48. Have you participated in any of the Material Maintenance Management (CP-17) Competitive Professional Development Program (CPD) training options?

- a. Short-Term Training
- b. Long-Term Training
- c. University Degree Training Programs
- d. Academic Degree Training Programs
- e. Group training
- f. Other Professional Developmental Training: _____

49. Do you know how to apply to any of the above training opportunities?

- a. Yes

- b. No

MANAGEMENT & EMPLOYEE RELATIONSHIP

50. I consider my professional relationship with my current manager to be effective.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

51. My supervisor provides guidance in my career advancement.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

52. My supervisor supports my ideas.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

53. My supervisor trusts me.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

54. I trust my supervisor.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

55. My supervisor empowers his or her employees.

- a. Strongly Disagree
- b. Disagree
- c. Some What
- d. Agree
- e. Strongly Agree

VALUES

(If you choose "other" in any of the below questions, please type in your selected choice)

56. What do you value the most? (Circle only **One**)

- a. Family
- b. Success
- c. Time
- d. Individuality
- e. Money
- f. Other: _____

57. What are your CORE Values for the workplace? (Please rank the responses in order of your most valued to your least valued CORE Value. Starting with 1 for the most vital CORE Value)

- | | |
|--------------------------------------|--|
| a. ____ Making a difference | h. ____ Highly competitive environment |
| b. ____ Having work-life balance | i. ____ Being social |
| c. ____ Personal gratification | j. ____ Having high morals |
| d. ____ Self-reliant | k. ____ Optimism |
| e. ____ Having fun | l. ____ Diversity |
| f. ____ Having high job expectations | m. ____ Hard work |
| g. ____ Being independent | n. ____ Civic duty |
| | o. ____ Other: _____ |

58. What best describes your work ethic? (Please rank the responses in order of your best described work ethic to your least described work ethic. Starting with 1 for your best described work ethic)

- | | |
|-------------------------|----------------------------------|
| a. ____ Driven | f. ____ Skeptical |
| b. ____ Balanced | g. ____ Tenacious |
| c. ____ Self-reliant | h. ____ Work ethic = Worth ethic |
| d. ____ Multi-tasker | i. ____ Quality |
| e. ____ Entrepreneurial | j. ____ Other: _____ |

59. What can CE-ILSC do to retain you as a Provisioner? (Please rank the responses in order of beneficial preference. Starting with 1 for the most essential reason for retaining you as a Provisioner)

- | | |
|--|---|
| a. ____ Exposure to career opportunities that will lead to the next higher grade on the GS scale | e. ____ Expand Provisioning base for future growth potential |
| b. ____ More responsibility | f. ____ Link Provisioning with another functional group so that I can get another skill set |
| c. ____ Training for more supervisory positions | g. ____ Add more aspects to the my job as a Provisioner |
| d. ____ Would like to know what I need to become a leader | h. ____ Larger cash awards for yearly for Level 1 rating |

- i. ____ Recognition for a job well done
- j. ____ Management that encourages empowerment
- k. ____ Management support of educational leadership Programs
- l. ____ Nothing, I am a satisfied Provisioner
- m. ____ More rotational assignments
- n. ____ A promotion
- o. ____ Offering Provisioning Mentorship
- p. ____ A better professional relationship with peers
- q. ____ An effective professional relationship with management

- r. ____ Decrease my extreme work load by hiring more Provisioners
- s. ____ Changing the Provisioning (catch-all) job series that offers more promotion opportunities
- t. ____ Obtaining job series conversion immediately upon permanent job changes
- u. ____ Obtaining job series conversion immediately upon temporary job changes
- v. ____ Other

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APPENDIX E. MANAGERS'/PROVISIONING SME TRAINERS' REVIEW QUESTIONS

Managers/Provisioning SME Trainers Review Questions

1. Are the questions clear and concise? If they are not please identify which ones, explain why and offer changes.
2. Are the phrasings of the questions clear and unambiguous? If they are not provide your comments and changes that you would make to clarify the questions
3. Are the questions in the survey relevant to the research question of the Joint Applied Project (JAP) of "Why are Logistics Data Specialists leaving the series 0301, either by changing their series or leaving CECOM ILSC?" If the questions are not relevant, please provide your comments.
4. Do you think that CECOM ILSC will find this survey viable to distribute to 0301 series if they choose to? If not provide your comments.
5. Are the questions consistent with the headings that precede it?
6. Did you find it easy to access the survey via the medium it was delivered through?
7. Is the survey user-friendly?
8. Are the instructions clear and understandable? If not provide your comments?
9. What survey questions, if any, should be discarded? Please explain why?
10. What additional questions should we add? Please explain why?

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APPENDIX F. SURVEY DISTRIBUTION EMAIL TO THE MANAGERS/PROVISIONING SME TRAINER

Survey Dissemination Email to the Managers/Provisioning SME Trainer

Good Morning All,

We are emailing you to request your help on a project that we are working on for our master's degree in Program Management from the Naval Postgraduate School (NPS). Our group is developing a survey to identify causes behind high turnover rates among the 1101 and 0301 job series: Maintenance Management Specialists (MMS) and Logistics Data Specialist (LDS), within the Communications-Electronics Integrated Logistics Support Center (CE-ILSC), while also correlating motivational factors for each generation (GEN X & GEN Y) within these job series to decrease the high turnover rates.

Through our research we have developed a survey to assess the proposed root causes of the high turnover rates of our target group. Our research requires the survey be reviewed by a group of senior leaders within CE-ILSC to assess if the questions will provide the right type and amount of information from which we can draw conclusions.

We expect this preliminary analysis to drive changes to the final survey instrument. We are asking that you review, but do not answer, the questions within the proposed "CE-ILSC Provisioning Retention Survey" and provide feedback by responding to the "Supervisor Review Questions" that are also provided. We expect to turn the survey around in approximately 2 weeks after the initial review.

To review the survey, we are asking you to follow the below instructions:

Review Online Dissemination:

1. Access the attached "CE-ILSC Provisioning Retention Survey" document.
2. Review each question thoroughly (multiple times if needed).
3. After going through the survey, answer the questions within the attached "Supervisor Review Questions" document.
4. Provide answers and comments back to our group NLT 15 MAY 2017.

Thank you in advance for your time and patience.

JAP Group Contact Information:
Shamika Fleuranges and Antonia Orjih
Shamika.m.fleuranges.civ@mail.mil
Antonia.u.orjih.civ@mail.mil

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APPENDIX G. MANAGERS/PROVISIONING SME TRAINERS' REVIEW RESPONSES

Managers/Provisioning SME Trainers' Review Responses		
Questi ~	Respond ~	Comment(s) ~
1	1	Questions are clear and concise. Suggestion for question 54. Instead of asking the employee what they value most perhaps you can ask them what makes them feel most valued.
2	1	Yes-Made a few comments /suggestions.
3	1	Yes
4	1	Yes
5	1	Yes
6	1	Yes
7	1	Yes
8	1	Yes
9	1	Made a recommendation to change 54 from what you value to what makes you feel valued. Thought that asking someone what they value was rather personal.
10	1	Thought that there was a good mix of questions.
1	2	Yes -Question 3hh-Reword with no suggestion; Question 3dd -Clarify/rephrase with no suggestion; Question 4 e - Add an 's' after meeting; Question 4 j - why is it specifically health care benefits? It should be broader - Rephrase to 'the cost of all benefits is not equitable to the benefits received; Question 4q - add 'be' after 'should'; Question 6 - what are the categories of the rewards and specify the difference between being rewarded and being recognized; Question 9 - add other categories like, long term assignments, short term assignments, matrixed to the PMs, special projects. Question 21C - reword or change 'Not be fun' (No suggestion); Question 24C - 'DEPOT' should be not be in CAPS 'Depot'; TITLE- MENTORING- Look at mentoring vs coaching - when someone comes to my branch I assign a senior Provisioner to teach the new intern or employee their job, that is not mentoring and then another person may be assigned to advise them on their career path and help with course selection for their career; Question 45- add 'start of work meeting'; Question 57h- add 'Time off awards (some of my employees have not received monetary awards since they have been here they have received time off awards because we know that the monetary awards can be low at times). Question 3 - Add 'Being a lead Provisioner on the project I am assigned to.
2	2	Yes - Question 9 could address more categories of opportunities (LTT, STT, Matrix)
3	2	Yes - I think the questions are based on the general feelings/concerns that many people in the 0301 series have at this time. This response is based on the responses I have seen as a manager to other surveys given to the Provisioners in the past
4	2	Yes - I think it may hit on survey results that have been captured, however the focus will be on the 301 Provisioner to address valid concerns that have been on the table for many, many years.
5	2	Yes
6	2	I received it thru email. Perhaps Survey Monkey or some other more anonymous method will generate the responses you are seeking.
7	2	Reformat the response to make selecting multiple items possible on a digital form.
8	2	Yes
9	2	None
10	2	Add these new questions - 1. Would you recommend this career field to someone else(new entry/intern)? 2. Were you given a coach when you started working in your branch? 3. Was there any concern about the coach that was assigned to you when you started working in your branch?
1	3	Question 3. (v. & w.. seem redundant) Question 4. Change: "don't you like " to Dislike Question 9. Says within the organization/ but not ask about provisioning field (and /or intent) Remain in ILSC? Question 17. Change "career path" to Position Question 56. What "best" describes
2	3	Question 22. Replace with: What are your preferred actions when given a new assignment?
3	3	Yes

4	3	Yes
5	3	Question 27-30 seem out of place moved forward (own section)? Question 45, not training (if you are responsible for conduct/result) may want to identify what was the role of person attending
6	3	Yes
7	3	Yes
8	3	I think the "go to question ___" add some confusion, consider adding N/A? An option for other should be added to questions rather than (if you choose "other"): a. Yes b. No c. Other (explain)
9	3	Not sure of value/intent of Question 19, as there is no correlation to working individually in most WSD positions?
10	3	Note: Terminology -high turnover rate suggest 1101/0301's are leaving and being replaced...not being replaced currently Questionnaire jumps around from first person "I", to in some cases (you) example "what don't you like" or "what is your" consider... staying consistent (I, my, etc.)
1	4	Yes
2	4	Yes
3	4	Yes
4	4	Yes
5	4	Yes
6	4	Yes
7	4	Yes
8	4	Yes
9	4	N/A
10	4	N/A
1	5	Yes, they are clear/concise
2	5	They are clear and unambiguous
3	5	The questions are relevant
4	5	Yes, if the questions are answered honestly. Bear in mind that the workforce has been grown jaded over the years and holds little faith that anything meaningful will come from them.
5	5	Yes
6	5	Yes
7	5	Yes
8	5	Yes
9	5	See answer to question 10
10	5	Here is the basic problem as I see it: You can ask all the questions you want about job satisfaction, training opportunities, etc., but the primary issue everyone is concerned about is lack of opportunity for promotion, i.e., earning more money. With the reinstatement of the weapon system team concept in 2014, the only viable way to advance through the grades to a GS-13 (and higher) in the ILSC is to become a 0346. (I was forced to do so myself, switching from a 0855 to a 0346 to become a GS-14.) Therefore, most everyone, regardless of their current series, wants to become an ILS manager. For this reason, there is a "drain" on the other series as personnel leave to seek promotions. One of the functional areas hit hardest is provisioning, but Tech Writing and Item Management should be examined as well. (We can't have an ILSC of all ILSMs without any other functionals.)
1	6	Yes but as stated on the survey, some choices should be packaged together
2	6	Yes
3	6	I think this survey should not be limited to the folks here, but if you could have reach back to 301/1101s that have left the field that would be helpful as well.
4	6	Yes, but the survey should be put online for easier use
5	6	Yes

6	6	I think it should be done online and skip the questions that don't need to be answered if you answered yes or no (some say skip to question #)
7	6	Feel the survey needs to be online
8	6	Yes
9	6	Not discarded but reworded #31—people might have entered not during the intern program.
10	6	Series is a 301 but perform different jobs roles/duties. I feel there are still people labeled as Provisioners but do other functional roles.
1	7	Yes
2	7	Yes
3	7	Yes
4	7	Yes because you give numerous answers that would most likely answer the question
5	7	Yes
6	7	Yes
7	7	Yes
8	7	Yes
9	7	N/A
10	7	N/A
1	8	Yes
2	8	Yes
3	8	No, not without adding/addressing the PMs refusing to include all requirements in their contracts. It is imperative that ILSC management backup the requirements of the Provisioner in whatever stage of the system lifecycle. Without this management backup, it is business as usual (requirements are left out of the contracts and non-supportable issues arise).
4	8	No, not unless the issue/comment in question 3. Is addressed. Also, it may be helpful in Questions 55 & 56 to have order of "preferences" listed—then glean the top three.
5	8	Yes
6	8	Yes
7	8	Yes
8	8	Yes
9	8	None
10	8	A. How long have you been performing actual provisioning work? This may provide additional information to be utilized in understanding/assessing the responses. B. What stage of the equipment lifecycles have supported? This may show/clarify the frustration level due to being unable to provide accurate provisioning support. See response to question 3. C. Are you experiencing issues due to other Services not following the same requirements regulations? Sometimes other Services don't following Army's cataloging and provisioning regulations (lack of uniformity) and CECOM Provisioners have their hands tied. Stronger interactive relationships (up front and often) between all Services may be helpful in support equipment for our Soldiers.
1	9	Yes
2	9	Yes
3	9	Yes
4	9	Yes
5	9	Yes
6	9	Yes
7	9	Yes
8	9	Yes
9	9	N/A
10	9	N/A
1	10	Yes, question or clear and concise.
2	10	Yes
3	10	No Response

3	10	No Response
4	10	Maybe
5	10	Yes
6	10	Yes
7	10	Yes
8	10	Yes
9	10	None
10	10	Nothing needs to be added
1	11	Yes
2	11	Yes
3	11	Yes
4	11	Yes
5	11	Yes
6	11	Yes
7	11	very, Yes
8	11	Yes
9	11	None
10	11	I feel that everything is covered.
1	12	Yes, but please see below recommendations: #2 - Add amount of cash award, #4 - Add Supervisor does not engage enough, #6 - I would remove, #57 - Add more promotional Opportunities.
2	12	Yes
3	12	Most of them. I would recommend removing question #6
4	12	Yes I think the survey is well presented.
5	12	Yes
6	12	Yes
7	12	Yes
8	12	Yes, very simple.
9	12	I would recommend removing question #6.
10	12	None. Great job!
1	13	Yes, they are clear and concise, for the most part. The one question and set of answers I had to read a couple of times was the question on work atmosphere. I would struggle to answer that question.
2	13	Under the mgmt. and employee relationship section. I would ask the question whether the employee has asked for career guidance / advancement from their supervisor. If they did ask, did their supervisor assist them? Also, would a supervisor have the knowledge and skill set to provide technical mentorship and guidance to a 0301. I personally would struggle.
3	13	Yes, I believe all of the questions will provide insight into what the provisioning community is thinking, although some of the reasons for specific answers may not be job series specific. For instance a supervisor may not reward / recognize anyone within the branch. The issue may not be provisioning specific. Recommend you see if you can collect data from the various directorates on how many / often a 0301 is issued an award or employee of the month citation for doing provisioning work.
4	13	Sure, I would have no problem sending it out to my 0301s.
5	13	Yes
6	13	Yes
7	13	Yes, the employee can circle or highlight the selected answer, easy enough.
8	13	yes
9	13	None
10	13	Open ended question asking for feedback on the common themes (promotion potential, Training, recognition, scope of responsibility tied to satisfaction). Also I would be interested to know how employees feel after the move to weapon systems teams, away from the old PLM centric divisions, was that good or bad. Have they noticed a difference in mgmt. / recognition / training / mentorship / etc.

1	14	Yes
2	14	Yes
3	14	Yes
4	14	Yes
5	14	Yes
6	14	Yes
7	14	Yes
8	14	Yes
9	14	The questions are good; however, here are my recommendations for some of the "Select all that apply" answers: #4) Selections c, g, & i - Say the same thing, so recommend consolidating, (4) Selections p & w - same; recommend rephrase or consolidate selections, (9) f - Delete selection (Already addressed in new TW Policy), (9) b, g, & h - consolidate and recommend rephrasing to "Recognition (i.e., time off, appreciation and civilian service awards), (17) e & f - recommend consolidation, (17) c & o - imply same lack of enthusiasm; delete one choice.
10	14	None
1	15	Yes
2	15	Yes
3	15	No Response
4	15	Not sure what goals you are trying to reach with this survey, expect the climate of the Provisioner. What benefits will this do for the Provisioners? The Provisioners within CECOM ILSC might see this as another survey with no results/or no changes within the organization.
5	15	Yes
6	15	Yes
7	15	Yes
8	15	Yes
9	15	None
10	15	The questions that should be address is (1) the relationship between the employee and the Senior Rater, and (2) what's the employee opinion of the how selections for promotion are being handled by the Selection Panel.
1	16	The questions are clear and concise.
2	16	Clear
3	16	Yes
4	16	The survey is relevant and ask good questions of an individual who is a Logistics Data Specialists.
5	16	Yes
6	16	Yes
7	16	Yes
8	16	Yes
9	16	Yes
10	16	Number 6, the employee is paid bi-weekly for their work.

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APPENDIX H. CE-ILSC PROVISIONER RETENTION SURVEY

Managers/Provisioning SME Trainers' Suggested Changes to Provisioner Retention Survey		
Key: Comments/suggestions written in "RED" were accepted by the JAP Team. Comments/suggestions written in "BLUE" were rejected or disregarded by the JAP Team.		
Question	Respondent	Comment(s)
1	6	You use Circle/Select throughout the document. Will this survey be online so would it be Selected for all questions?
2	1	Reword question- "I have job satisfaction"
3	1, 2, 3, 6, 12	Change option "u" to "Excitement of creating the foundation for other business processes"; Change option "hh" to "hh. Collaborating with different Directorates & outside agencies to start up new initiatives"/ Reword "hh" with no suggestion; Clarify or rephrase "dd; with no suggestion; Add a new question "Being a lead Provisioner on the project I am assigned to" /Options "v & w" seem redundant/Seems like a lot of choices— Reduce the number of choices or combine some of them/Add amount of cash award
4	1, 2, 3, 6, 12, 14	Change option "a" to "Expected to be an expert in all functional areas in addition to Provisioning expertise"; Change option "e" to "Endless useless meetings (having a meeting about a meeting)"; Change option "g" to "Lack of communication between the functional area experts"; Delete options "j & k" because Insurance and COLA are not position specific. It doesn't appear to track as a job satisfaction element; Change option "q" to "I am not being fully utilized within my Directorate" / "e" - Add an 's' after meeting; "j" - why is it specifically health care benefits? It should be broader - Rephrase to "the cost of all benefits is not equitable to the benefits received"; "q" - add 'be' after 'should' /Change "don't you like " to Dislike/Seems like a lot of choices/ Add another option: "Supervisor does not engage enough"/ Recommend consolidating "c, g, i" since they say the same thing; Recommend rephrase or consolidate " p & w"
6	2, 12, 16	What are the categories of the rewards and specify the difference between being rewarded and being recognized / Remove from survey/ Remove from survey
9	1, 2, 3, 14	Delete option "i" they don't see this as ever being a reason for someone to leave/ Address more categories of opportunities (LTT, STT, Matrix) Add other categories like, " long term assignments, short term assignments, matrixed to the PMs, special projects". /Says within the organization, but do not ask about provisioning field (and /or intent) Remain in ILSC?/ Delete "F" since it is already addressed in new telework policy; Consolidate "b,g,h" and recommend rephrasing to " "Recognition" (ie., time off, appreciation and civilian service awards)"
10	6	If this is an automated survey, will it just bring you to question 12 if you answered NO? and for all the other go to question (If you answered "No," go to question # 12.)
17	1, 3, 6, 14	Delete option "p" to " because travel would be the same no matter what position on APG/ Change "career path" to Position /R is Bold—no other letter is; Do you have a write in option for "S"- Other?/ Consolidation of "e & f"; Delete one choice either "c or o" imply same lack of enthusiasm
21	2, 6, 13	Reword or change "C" 'Not be fun' (No suggestion)/ Seems like you only have 1 "Not" kind of response.. Not be fun...maybe delete "C"/ would struggle when answering this question
22	3, 6	Rephrase question to say, "What are your preferred actions when given a new assignment?"/ There is a space between "Question 22 and response choice a" but everywhere else there is no space between the question or statement and choices; Delete the " mark at the end of "b"; Add a write in spot for "e" - other
24	2	Change "C" from "DEPOT" to "Depot" it should not be in CAPs.
26	6	Write either Core Competencies or core competencies and they should be the same for all the questions that contain the wording; There are a lot of space between the questions
27	3	Question 27 -30 seem out of place moved forward [own section?]
28	3	Question 27 -30 seem out of place moved forward [own section?]
29	3	Question 27 -30 seem out of place moved forward [own section?]
30	3	Question 27 -30 seem out of place moved forward [own section?]
31	6	Within the question - Accepting a position as a 301/1101 (maybe they didn't come in through the internship program?!?)
43	6	Change "interpret" in response "h" to "Interpreting"; Change "chart" in response "k" to "Chart"; Change the "[DCNs]" in "l" to "[DCNs]"
44	6	Add in "[DCNs]" in "l" after Design Change Notices
45	2	Add "start of work meeting" to the responses

54	1	Change question to ask, "what makes you feel valued?"; Does not believe this question fits within the survey
55	8	Change "(Circle only three)" to "List or rank order of preference" then select the top three for analysis
56	3, 8	Rephrase question to say, What "best" describes.../ Change "(Circle only Three Phrases)" to "List or rank order of preference" then select the top three for analysis
57	2, 6, 12	Add "Time off awards to "h" [some of my employees have not received monetary awards since they have been here. They have received time off awards because we know that the monetary awards can be low at times]./ The header here is different than every other page (Please rank the responses in order of beneficial preference. Starting with 1 for the most essential reason for retaining you as a Provisioner); Change "e" from "Expand Provisioning base so it is not a dead end job" to "Expand provisioning base for future growth potential"; Reword "h" from "if I did a great job" to " Level 1 rating"/ Add more promotional Opportunities but did not note what those promotional Opportunities were.
Suggested Questions to add to the survey	2, 8, 13, 15	Questions to add to survey. Would you recommend this career field to someone else(new entry/intern)?; Were you given a coach when you started working in your branch?; Was there any concern about the coach that was assigned to you when you started working in your branch?/ A. How long have you been performing actual provisioning work? This may provide additional information to be utilized in understanding/assessing the responses. b. What stage of the equipment lifecycles have supported? This may show/clarify the frustration level due to being unable to provide accurate provisioning support. See response to question 3. c. Are you experiencing issues due to other Services not following the same requirements regulations? Sometimes other Services don't following Army's cataloging and provisioning regulations (lack of uniformity) and CECOM Provisioners have their hands tied. Stronger interactive relationships (up front and often) between all Services may be helpful in support equipment for our Soldiers/ Under the Management and Employee Relationship section. add "Did you ask for career guidance from your supervisor"; " If you did ask, did your supervisor assist you"?/Add a question on the relationship between the employee and the senior rater; Also add a question on the employees opinion on how selections for promotions are being handled by the selection panel.
	2	TITLE- MENTORING- Look at mentoring vs coaching - when someone comes to my branch I assign a senior provisioner to teach the new intern or employee their job, that is not mentoring and then another person may be assigned to advise them on their career path and help with course selection for their career
	6	Header- Do we go by CE or just CECOM ILSC

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